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Identifiers-*Adult Basic Education Program, Adult Education Act of 1966

Recommendations and supporting information for the Federal Adult Basic Education (ABE) Program through the fiscal year 1972 include increasing appropriations and enrollment each year from 1970-72 to focus on civic participation, jobs, home, and family life; study to develop a 10-year national plan to coordinate all Federal ABE programs; strengthening the National Advisory Committee on ABE to play a leadership role; training programs for ABE personnel; special research projects; and the extension of the ABE Program beyond eighth grade level. As a result of the ABE Program from 1965-68, some students left welfare rolls, obtained jobs, and received raises and promotions; many enrolled in vocational training and high school programs, while others passed high school equivalency tests. Changes in attitudes and behavior of these people show efforts to break out of poverty. Efforts at training people to meet the shortage of ABE teaching manpower include use of institutes, state agencies, and local education facilities. A major problem of the ABE program is the dropout rate (19% in 1966). A list of 10 Federal agencies having ABE programs, a summary of nationwide data on ABE students, a table of state funds and enrollments, and various other presentations of pertinent information are included. (lf)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ADULT BASIC EDUCATION --
MEETING THE CHALLENGE OF THE 1970'S

FIRST ANNUAL REPORT
OF THE
NATIONAL ADVISORY COMMITTEE ON ADULT BASIC EDUCATION
TO
THE PRESIDENT OF THE UNITED STATES
AND
SECRETARY OF HEALTH, EDUCATION, AND WELFARE

AUGUST 1968

ED023054

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

AUGUST 27, 1968

Dear Mr. President:

On behalf of the National Advisory Committee on Adult Basic Education, I am privileged as Chairman to submit to you its first annual report.

The Committee was created by the Adult Education Act of 1966 to review the administration and effectiveness of the Adult Basic Education Program and other federally supported adult education programs as they relate to adult basic education, and to make recommendations of its findings to the President.

This report contains seven recommendations significant to the development and expansion of the Adult Basic Education Program.

The Committee members are prepared to discuss their findings and recommendations with anyone you may designate.

Respectfully yours,

Harold Howe II
U.S. Commissioner of Education

The President
The White House
Washington, D.C.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

AUGUST 27, 1968

Dear Mr. Secretary:

As Chairman of the President's National Advisory Committee on Adult Basic Education, authorized by Public Law 89-750, I am privileged to submit its first annual report.

The report contains seven recommendations, describes the development and current status of the Adult Basic Education Program, and summarizes a survey of federally funded adult basic education programs. It also refers to several studies which provide data for systematic planning and development of the program authorized by the Adult Education Act of 1966.

These studies and the review of the Adult Basic Education Program have helped the Committee to delineate the scope of its authority and duties, and plan for the future.

Sincerely yours,

Harold Howe II
U.S. Commissioner of Education

Honorable Wilbur J. Cohen
Secretary of Health,
Education, and Welfare
Washington, D.C.

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PART I

RECOMMENDATIONS OF THE COMMITTEE

Education, if it is to teach us anything,
must teach us how to live.--Horace Mann

INTRODUCTION

The investment that a nation makes in developing human talent determines its character. For a free society, this investment may be the key to its survival.

The planning process in a free society always involves the adult because he has the franchise. No technological tool can replace him or his ability to make judgments. Yet this Nation has always emphasized terminal education for the child, who neither participates in nor contributes to public affairs, and neglected the adult who is the decisionmaker.

By accident or intention, some 24 million adults, 18 years of age and older, have been denied the opportunity to fulfill themselves, achieve personal goals, and build into their living the values and aspirations of a free society. A meaningful work role for them is out of the question. They never learned the basic skills--reading, writing, and computing--needed to get and hold a job. These people are part of that segment identified as "hard-core, unemployed adults." They help fill the welfare rolls. The relationship between these distressing situations and education is well established. Our Nation has not placed priority on developing human potential: This is a fact of life, and an unpleasant one. At this point in history, America cannot continue to forfeit human talent.

The Congress established a program to help undereducated adults through the Economic Opportunity Act of 1964 and the Adult Education Act of 1966. Since 1965, the Adult Basic Education Program has provided an opportunity for schooling up to the eighth-grade level for a million adults, 18 years of age and older.

Adult basic education, first conceived as a formidable weapon in the war against poverty, must become an enterprise linked with planned social change and the future of a self-governing society. The adult's environment demands that adult basic education become more than a catch-up operation. The program must rise to the task. With a plan and with support, it can.

RECOMMENDATIONS

The Committee recommends--

1. That the immediate Adult Basic Education Program focus on the Nation's educational priorities including, but not limited to, civic participation, jobs, home and family life. The appropriations recommended are:

Fiscal year 1970--$100 million for 1 million adults;
Fiscal year 1971--$150 million for 1.5 million adults;
Fiscal year 1972--$200 million for 2 million adults.

2. That the Office of Education be strongly urged to look with favor on requests from the State education agencies for additional funding of the Adult Basic Education Program in areas of urban crisis; that $20 million in additional funds be appropriated immediately for this purpose.

3. That the Office of Education develop a 10-year national plan for adult basic education with provisions for coordinating and consolidating all Federal programs with adult basic education components; that $250,000 be appropriated to cover the estimated cost for the preparation of the plan.

4. That immediate steps be taken to strengthen the National Advisory Committee on Adult Basic Education so that it may:

a. provide the leadership needed for developing, implementing, and reviewing the 10-year plan;
b. provide the leadership for coordinating and consolidating the functions of adult basic education with related programs administered by other Federal agencies;
c. develop supporting services;
d. recommend future legislation;

that an appropriation of $200,000 be authorized annually to support a committee staff, special data-gathering services, and the preparation and publication of an annual report.

5. That a continuing training program for teachers, administrators, counselors, and other leaders be strengthened, with increased emphasis on the training of aides and volunteers to meet the requirements of the expanding Adult Basic Education Program.

Recommended appropriations are:

Fiscal year 1970--$5 million for 5,000 enrollees;
Fiscal year 1971--$10 million for 10,000 enrollees;
Fiscal year 1972--$15 million for 15,000 enrollees.

6. That support for special projects and funds for the experimentation and demonstration essential to the rapid improvement of adult basic education be continued. Recommended appropriations are:

Fiscal year 1970--$20 million;
Fiscal year 1971--$30 million;
Fiscal year 1972--$40 million.

7. That the Adult Basic Education Program be extended beyond the present eighth-grade functional level through legislative action; that additional funds be appropriated for this purpose.

Total appropriations required by the above recommendations for the Adult Basic Education Program are:

1970	1971	1972
$125 million	$190 million	$255 million

SUPPORTING DATA

1. That the immediate Adult Basic Education Program focus on the Nation's educational priorities including, but not limited to, civic participation, jobs, home and family life. The appropriations recommended for a 3-year enrollment buildup are:

Fiscal year 1970--$100 million for 1 million adults;
Fiscal year 1971--$150 million for 1.5 million adults;
Fiscal year 1972--$200 million for 2 million adults.

The plight of the undereducated adult as it affects him and his country has been widely publicized. As he learns the basic communication and computing skills, he needs help to make the first step toward security and status for himself and for his family. Therefore, the scope and content of adult basic education must be relevant to adult needs, problems, and responsibilities in today's society. The program should include consumer education, concepts of family living with emphasis on family planning, education and rearing of children, health and safety, human relations, citizenship and community responsibility. Emphasis should be placed on employment and the world of work as the first step toward status and security.

The Adult Basic Education Program has reached only a few of the 24 million adults in its immediate target group. Each year this group is increased by a million school dropouts and an undetermined number of foreign-born adults. Operating under its present structure and level of funding the Adult Basic Education Program will have little impact on the group it must serve. The Committee recommends that the Congress act promptly to provide the funds for a 3-year enrollment buildup to a minimum of 2 million adults, and the development of services to support the expanded program.

2. That the Office of Education be strongly urged to look with favor on requests from State education agencies for additional funding of the Adult Basic Education Program in areas of urban crisis; that $20 million in additional funds be appropriated immediately for this purpose.

This recommendation emphasizes support for basic education programs in urban areas to reach young people between the ages of 17 and 25. In addition to funding programs developed cooperatively with

public school systems, State education agencies also can fund private nonprofit organizations in sponsoring programs aimed at the hard-core, unemployed segment in urban areas.

3. That the Office of Education develop a 10-year national plan for adult basic education with provisions for coordinating and consolidating all Federal programs with adult basic education components; that $250,000 be appropriated to cover the estimated cost for preparation of the plan.

A national policy on adult basic education is needed. The program in the Office of Education, established under the Adult Education Act of 1966, is the Federal program designated to serve illiterate or functionally illiterate adults. But 10 other Federal agencies administer programs with adult basic education components. An inventory of the other federally supported adult education programs revealed program efforts to be ineffective in terms of national goals because activities were uncoordinated. (See Part III, pages 32-33.) Common standards for adult basic education should be developed. Data showed that there were too few programs in relation to "reported needs." Among the 28 Federal programs surveyed, were: Manpower Development and Training, Work Experience and Training, Concentrated Employment Program, Vocational Rehabilitation, Neighborhood Youth Corps, New Careers, Community Action Program, and Job Corps. A 10-year plan would allow for interagency cooperation and the development of a system for coordinating the related components in other Federal agencies with the functions of the Adult Basic Education Program in the Office of Education. A proposal for a comprehensive plan is described in Part II, page 11.

4. That immediate steps be taken to strengthen the National Advisory Committee on Adult Basic Education so that it may:

   a. provide the leadership needed for developing, implementing, and reviewing the 10-year plan;
   b. provide the leadership for coordinating and consolidating the functions of adult basic education with related programs administered by other Federal agencies;
   c. develop supporting services;
   d. recommend future legislation;

that an appropriation of $200,000 be authorized annually to support a committee staff, special data-gathering services, and the preparation and publication of an annual report.

A strengthened Advisory Committee can serve as a liaison between the Congress and the President. This recommendation is in keeping with the plan for developing the Adult Basic Education Program at the national level.

5. That a continuing training program for teachers, administrators, counselors, and other leaders be strengthened, with increased emphasis on the training of aides and volunteers to meet the requirements of the expanding Adult Basic Education Program. Recommended appropriations are:

   Fiscal year 1970--$5 million for 5,000 enrollees;
   Fiscal year 1971--$10 million for 10,000 enrollees;
   Fiscal year 1972--$15 million for 15,000 enrollees.

Already the demand for personnel for the Adult Basic Education Program far exceeds the supply of adequately trained professionals at all levels of the program. A massive effort will be required to supply the manpower for the expanded program. Provision of stipends, fellowships, scholarships and travel and tuition expenses to participants might be explored. A greater number of institutes, workshops, and graduate programs is needed. This means assisting educational institutions in developing and maintaining programs for teachers, trainers of teachers, State and local administrators, and counselors. New approaches to recruiting also must be explored. To meet personnel needs, the Committee recommends the training and use of aides and volunteers.

6. That support for special projects and funds for the experimentation and demonstration essential to the rapid improvement of adult basic education be continued. Recommended appropriations are:

   Fiscal year 1970--$20 million;
   Fiscal year 1971--$30 million;
   Fiscal year 1972--$40 million.

The emphasis is on new and improved approaches to teaching undereducated adults. In other words, the same automation and technology that contributed to the plight of the undereducated adult can be used to accelerate the learning process.

Examples of special projects funded in 1967 were: educational TV for Mexican-Americans and American Indians; experimental mobile schools for migrant workers; and computer-assisted instruction in the Appalachian region. All of the special projects funded in 1967 are described in Part II, pages 25-28.

7. That the Adult Basic Education Program be extended beyond the present eighth-grade functional level through legislative action; that additional funds be appropriated for this purpose.

Undereducated adults must be provided opportunities for continuing education. This recommendation supports the Committee's first recommendation. Adult responsibilities require educational experiences beyond literacy training for a basis of security in a changing society.

A high school equivalency certificate, awarded on passing the General Education Development (GED) Test, is required for entrance into postsecondary educational institutions. It has the same value as a high school diploma for job entry. An extended Adult Basic Education Program could prepare adults for the GED Test. However, an expanding program could go far beyond this limited goal. It could make possible broader, adult oriented education, adapting to the varying needs of participants for life-long learning.

Small classes and individualized instruction
are important aspects of
Adult Basic Education Programs

PART II

A REVIEW OF THE ADULT BASIC EDUCATION PROGRAM--1965-1968

ESTABLISHMENT AND GROWTH

With the passage of Title II-B of the Economic Opportunity Act of 1964, 1/ the Congress established the Adult Basic Education Program in the Office of Economic Opportunity (OEO). The program began operating in 1965, funded by OEO and administered by the Office of Education through its Adult Education Branch. The Adult Education Act of 1966 2/ shifted the administration and the funding of the program to the Office of Education, to be conducted through the Adult Education Branch in the Division of Adult Education Programs, Bureau of Adult, Vocational, and Library Programs.

The Adult Basic Education Program is the only Federal program charged by the Congress to provide literacy programs for undereducated adults. It is committed to one goal: To eliminate illiteracy or functional illiteracy among the adult population.

The Target Population and the Task

Data from the U.S. Census of Population for 1960 provided the basis for determining how many adults had to be reached by the Adult Basic Education Program. The breakdown revealed that approximately 24 million people, 18 years of age and older, had less than 8 years of formal schooling. Of this number, nearly 3 million had never attended school. This group has been defined as Educationally Disadvantaged Population (EDP), and in 1960 represented more than 13 percent of the total population in the United States and almost 21 percent of the total population over 18 years of age. (See Exhibit I, Educationally Disadvantaged Population in 1960, page 10.) In addition to the EDP, there is a group of adults who completed more than 8 years of formal schooling but did not achieve an education equivalent to the level. The two groups are referred to as the "functionally illiterate," meaning that many can read or write to some degree but are unable to become productive citizens in today's society.

The size of the target population and the complexity of its educational needs call for long-range and systematic planning. The task of analyzing the problem and developing a plan for its solution

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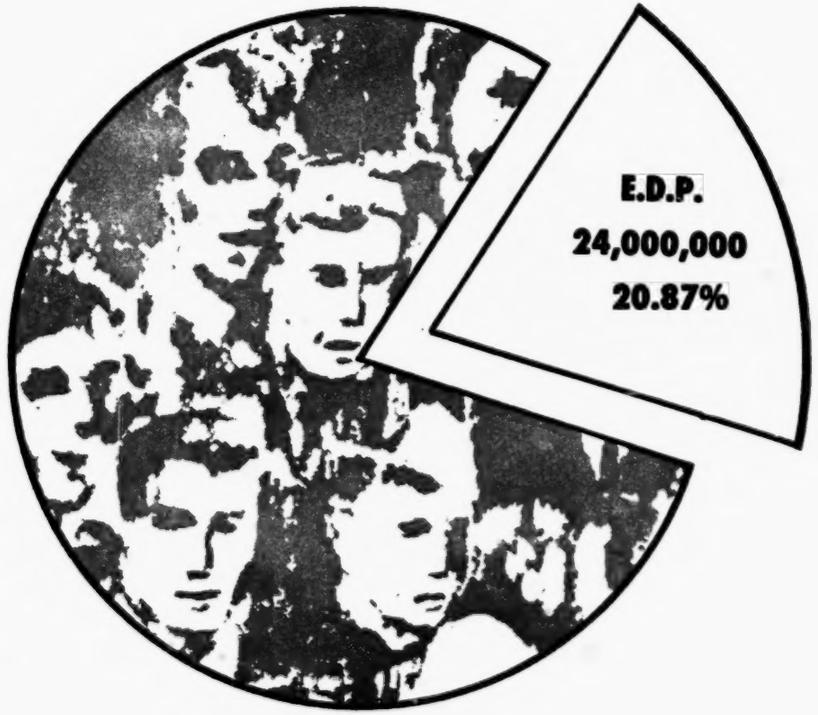
1/ Public Law 88-452, August 20, 1964.

2/ Title III of the Elementary and Secondary Education Amendments of 1966, Public Law 89-750, November 3, 1966.

Exhibit I

Educationally Disadvantaged Population in 1960

Total Population
179,000,000



Total Population Over
18 Years of Age
115,000,000

was undertaken by Management Technology, Incorporated, through a contract with the Office of Education. 3/

The report summarizes the problem of the undereducated as follows: The inability of the "functionally illiterate" to enter into the economic and civic life of the community to their fullest extent not only damages the lives of the individual, but also the economic, civic, and social affairs of the Nation.

The solution proposed goes beyond planning for immediate remedial measures:

> A great step toward a solution to this problem can be taken through the development of a national program to provide these individuals with an effective education. To attain the greatest benefit to both the individuals and the Nation, the program should be broad enough to develop these individuals to their fullest potential. The magnitude of such an effort is huge; however a plan can be developed and implemented for a minimum effort that will mark the first step in achieving the ultimate goal. The experience and information resulting from implementation of such a plan in a national program will provide the basis for the development of future plans and programs for achievement of the maximum benefits.

The plan suggests program benefits that emphasize social and economic priorities of the Nation:

> The anti-social behavior of the EDP and the assistance programs required for them are a drain on this country's financial resources, to say nothing of the subtle impact on the public's emotional resources.
>
> In purely economic terms, if the EDP were educated sufficiently, it seems highly likely that the drain on financial resources would be drastically reduced. In fact, these resources would probably be increased by additional tax collections.

3/ A Comprehensive Plan for Solution of the Functionally Illiterate Problem: A Report on the Present--A Plan for the Future. 1968. Prepared by Management Technology, Inc., Washington, D.C., for the Adult Education Branch.

The basic plan which was developed seems feasible, and at the same time it includes a very high percentage of the potential participants. The plan for the 18-64 Age Group provides for an orderly growth in participants from about 0.9 million to a maximum of about 2.7 million in 1975. The annual cost would increase with participation from about $75 million to $235 million and then decline to about $55 million in the 20th year of the plan, having reached about 13 million people.

Although there are obviously many other benefits to this program, one of the benefits which can be measured is the increased income for graduates. Using this measure alone, the 18-64 program would probably increase the annual income of its graduates by more than $16 billion. This program could increase the lifetime incomes of its graduates by more than $400 billion. (See Exhibit II, Program Costs and Benefits, (18-74 Age Group Balanced Program), page 13.)

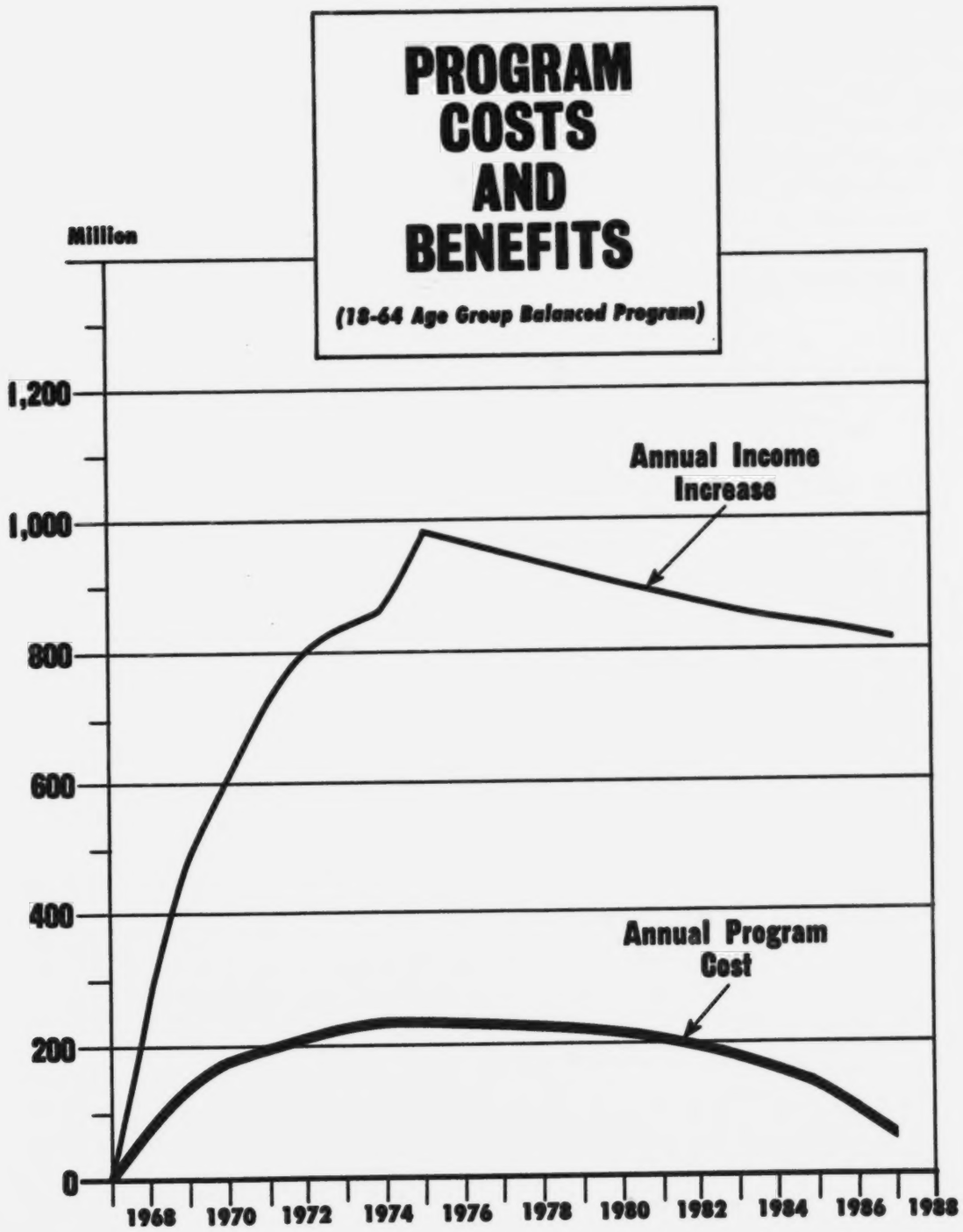
Using the single criteria of income increase, the potential benefits of the ABE Program are about 4 times the annual costs. The potential benefits are truly exciting when any sort of estimate is made of the huge pay-offs to the community from the other factors which have not been quantified or considered in this estimate of benefits.

Demographic Data for Program Planning

Program planning required demographic data on the target population. A nationwide survey was made during the first half of 1967 and involved participation of program directors at national, State, and local levels. The Adult Education Branch provided leadership and developed the plan, procedures, and questionnaire forms. Instructions and materials were sent to the States to be distributed to local program directors. The survey was aimed at the new enrollees in the program, numbering nearly 100,000 and comprising about one-fourth of the total enrollment for 1967.

Local teachers completed a comprehensive questionnaire for each enrollee interviewed. The questionnaires were returned through the State Adult Basic Education offices to the Adult Education Branch to be processed by the National Center for Educational Statistics (NCES)

EXHIBIT II


PROGRAM COSTS AND BENEFITS
(18-64 Age Group Balanced Program)
Million
1,200
1,000
800
600
400
200
0
Annual Income Increase
Annual Program Cost
1968
1970
1972
1974
1976
1978
1980
1982
1984
1986
1988

of the Office of Education. Data were compiled by county, by State, and by the total population sample surveyed.

The findings were summarized by the Adult Education Branch and distributed to State Directors of Adult Basic Education and other administrators. (See Exhibit III, Adult Basic Education Student Data, page 15.) The data will be used for program planning. The Adult Education Branch plans to conduct followup surveys. (See Appendix A -- Narrative Summary of National Data on Students in Adult Basic Education, pages 45-47.)

Administration, Operation, and Development

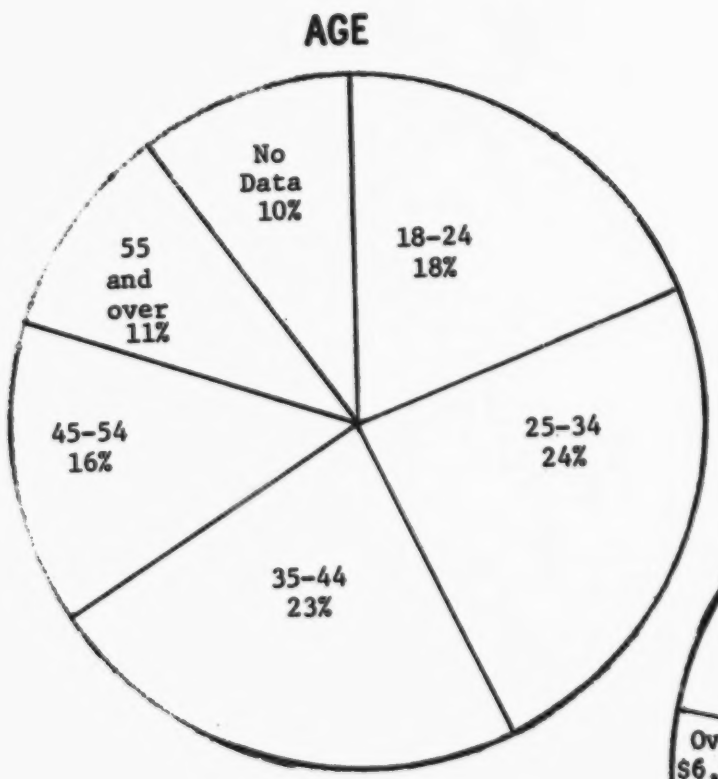
The Adult Basic Education (ABE) Program was established as a State grant program to be administered through a structure of Federal-State-local cooperation. The Adult Education Act of 1966 stipulated: that States would be allocated funds on a 10 percent matching basis in accordance with their individual State plans for administering and conducting the program, submitted to and approved by the Commissioner of Education; that funds would be administered by the authorized State education agency who would be responsible for allocating funds to local school systems on the basis of approved plans for local adult education programs.

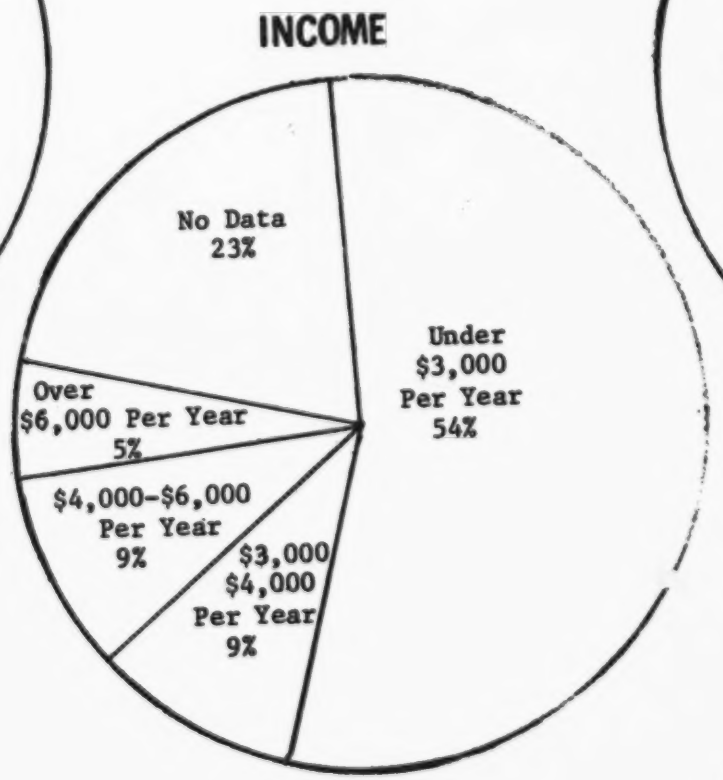
The development of the ABE Program to its present status is an example of "creative federalism" in action. The year-by-year account reflects the rapid buildup of State involvement, funding, and enrollment. Annual reports submitted by the States include statistical data and narrative information which describe the nature and growth of State and local programs.

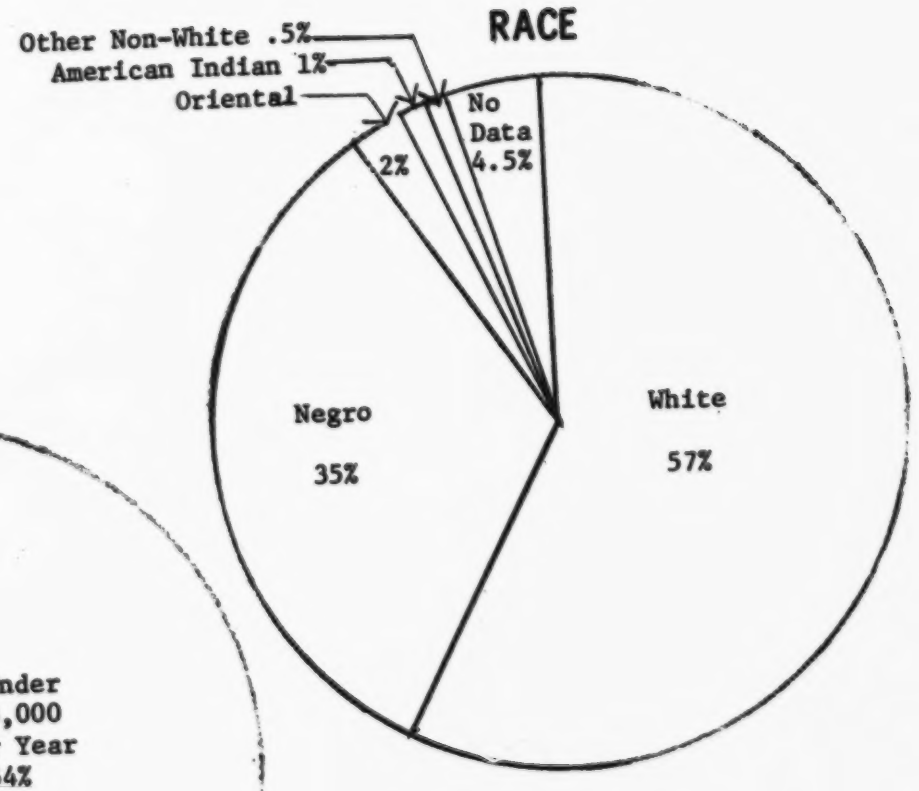
Legislation made it necessary for some reorganization of State educational agencies to assure that new ABE Programs would be properly administered at the State level. The States that had basic literacy programs quickly integrated the Federal program into their own. By the end of fiscal year 1965, 40 States (including the District of Columbia) had submitted plans. Fifteen State plans were approved, and allocations made to the 14 States requesting funds.

In fiscal year 1965, the Congress appropriated $19 million for the program. A total of $18,612,000 in grants were allocated to the 50 States, the District of Columbia, and outlying areas, and the

ADULT BASIC EDUCATION STUDENT DATA*







*FROM: A Survey of Adult Basic Education Students - 1967

EXHIBIT III

remaining $388,000 was designated for administrative and contractual expenses. Fourteen States established programs in fiscal year 1965, and a total of 38,991 adults were enrolled.

In fiscal year 1966, the Adult Basic Education Program expanded in planning, funding, and participation. At the end of the year, 50 States, the District of Columbia, and 3 territories had approved plans and were funded. The appropriation of $21 million plus the carryover from fiscal year 1965 totaled $34,132,227. The additional money encouraged some States to increase enrollments, resulting in a cumulative enrollment of 377,660 at the end of fiscal year 1966.

Programs continued to expand in fiscal year 1967 in all of the States, although the Federal funds available, $26,280,000 were considerably less than the 1966 amount. With programs established in all States and increasing school and community support, 392,299 adults were served during fiscal year 1967. By this time, there were approximately 28,066 programs and 18,195 teachers.

In fiscal year 1968, the program showed substantial growth in quality as well as quantity. Approximately a half million enrollees were served. Allotments to the States and outlying areas totaled $30,590,000. The need and requests far exceeded the funds available for programs and in many States classes had to be curtailed. In some communities, classes were kept active through the volunteer services of teachers and nonprofessionals. If implemented, the recommendation 4/ for funding at the $50 million level for fiscal year 1969, will make possible further expansion and improvement.

TABLE I - *FEDERAL FUNDS AVAILABLE AND PARTICIPANTS, BY YEARS

	1965	1966	1967	1968
Federal Funds Available	$18,612,000	$34,132,000	$26,280,000	$30,590,000
Participants	37,991	377,660	392,299	455,437**

**Estimate

*(See Appendix B - Table of Funds Allocated and Enrollment by States - 1965-1968, page 48.)

4/ American Education, Message from the President of the United States. 90th Congress, 2d Session, February 5, 1968.

PROGRAM ACCOMPLISHMENTS AND EVALUATION

The expansion of the ABE Program, the rapid increase in enrollment, and the acceptance and support of the program are evidences of success. Nevertheless, the gaps in determining the effectiveness of the program require that emphasis be placed on evaluation.

Evidences of Effectiveness

The Economic Opportunity Act of 1964 sets forth the focus and goals of the ABE Program: Education for adults whose "inability to read or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, so as to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and making them better able to meet their adult responsibilities."

Measuring the success of the program must involve these criteria in determining if the goals have been achieved. However, goals such as making adults "less likely to become dependent on others" and "enabling them to meet their adults responsibilities" are subject to individual interpretation since no specific evaluation criteria exist. Extensive followup studies of each participant are required, including information in the areas of occupational training and employment and advancement in employment. Obtaining and analyzing comprehensive-type information is a major need for the ABE Program; finding ways of determining and reporting progress toward social goals is a great challenge.

The annual report and other communications from the States reflect significant accomplishments. States report progress of this type: adult basic education students left welfare rolls, obtained employment, and received raises and promotions as a result of their training. Many entered vocational training and high school programs, and a considerable number have achieved high school equivalency ratings by passing the GED examination.

Of major significance in attempts to break the cycle of poverty are the changes in behavior and attitude of adults in the program.

Evidences are the increasing interest and participation of the adults in community affairs, especially in politics and voting. Trainees have an awareness of the community services available to them and a growing knowledge of their rights and responsibilities as citizens.

Further progress is revealed in improvement in family health, in personal and family grooming and cleanliness, and in personal relationships within families. Teachers see marked changes in social as well as civic attitudes. Many express the opinion that the changed attitude of trainees toward education is the most significant contribution made by the ABE Program.

Attitudinal changes in parents have a definite effect on their children. Children of parents enrolled in an ABE class have shown marked improvement in school attendance, discipline, personal appearance, and citizenship practices. Especially noteworthy, however, are changes in their attitude toward school in general and their receptivity to learning.

An Adult Basic Education Evaluation System

A systematic approach to evaluation is essential to the optimum development of the growing ABE Program. The need for a comprehensive and uniform method of assessing cost effectiveness and accomplishments resulted in an Adult Basic Education Evaluation System designed by Management Technology, Inc., under contract with the Office of Education.

This evaluation system is devised to handle the increased flow of information as the program expands both in size and complexity. A "conceptual model" was prepared to provide a means for evaluating the ABE Program at all administrative levels. The model relates primarily to the national level, but may be adapted to describe the structure and processes at State and local levels. (See Appendix C - Conceptual Model of an Adult Basic Education Evaluation System, page 49.)

The report containing the model summarizes the operation of leadership and administration at Federal, State, and local levels:

At the national level, the program is administered by the Division of Adult Education Programs, Bureau of Adult, Vocational and Library Programs, Office of Education, U.S. Department of Health, Education, and Welfare. Each of the 50 States, the District of Columbia, and 4 outlying areas provide State-level leadership, operating with and in thousands of communities. Further information necessary

for evaluating the program is contributed through many special activities and projects as well as by other Government agencies and cooperating private organizations. Problems related to storing and handling the flood of data from these sources require an automated system. Possible alternate methods are suggested by Management Technology, Inc., as a result of a study of the work done at the various administrative levels, means of communication between the levels, and the amount of incoming information to be handled by the automated systems.

The development of the conceptual model required an examination of the Adult Basic Education Program as it relates to the trainees. The model depicts the educational experience as continuous and shows how each aspect of the program operates in conjunction with the services offered the participant in moving him toward the desired goal. The Target Flow Chart (see Appendix D, page 50) illustrates this process. "The Conceptual Model of the ABE Evaluation System" will become increasingly valuable as a management tool for gathering and organizing data for decision-making and contribute to an understanding of evaluation procedures for the ABE Program.

Adult students learn basic skills in many ways

PROGRAM DEVELOPMENT--TEACHER TRAINING AND SPECIAL PROJECTS

Two components essential to the operation and development of the ABE Program are teacher-training activities and the special experimental and demonstration projects, authorized under Section 309 of the Adult Education Act of 1966 and administered by the Adult Education Branch of the Office of Education.

Teacher Training

A major problem for the Adult Basic Education Program has been the extreme shortage of personnel trained to teach undereducated adults. State and local programs have been encouraged to provide preservice and inservice teacher-training activities. Under Title II-B of the Economic Opportunity Act of 1964, funds were allocated for teacher-training programs at the State level but not for any type of training activities at the national level. Nevertheless, a grant from the Ford Foundation supported 2-week workshops during the summer of 1965 at the University of Maryland, the University of New Mexico, and the University of Washington. These workshops, attended by 165 teachers and administrators, focused on teacher-training techniques for teaching undereducated adults, characteristics of undereducated adults, curriculum and materials, testing and counseling.

In fiscal year 1966, a greater emphasis was placed on teacher-training activities at all levels, with leadership provided at the national level. The Economic Opportunity Act of 1964, as amended, authorized under Title II-B, Section 218, the allocation of funds not to exceed 5 per centum of the total appropriation for adult basic education within a fiscal year for use by "colleges and universities, State or local educational agencies, or other appropriate public or private nonprofit agencies or organizations to provide training to persons engaged or preparing to engage as instructors of undereducated adults."

Through contract arrangements with the National University Extension Association (NUEA) and in cooperation with the Division of Adult Education Programs (DAEP), Office of Education, nine regional teacher-training institutes were conducted in August 1966 at the following universities:

University	Region
University of Connecticut, Storrs	I
State University of New York, Albany	II
North Carolina State University, Raleigh	III
Florida State University, Tallahassee	IV
Wayne State University, Detroit, Mich.	V
University of Missouri, Kansas City	VI
University of Texas, Austin	VII
University of Colorado, Boulder	VIII
University of California, Los Angeles	IX

All the universities conducted 4-week institutes, with combined enrollments totaling 982. In the planning, each State had been allotted space for 20 participants. These persons were to be selected by local and State administrators, and during fiscal year 1966-67 were to train teachers for the ABE Program at State and local levels.

A curriculum for the institutes was developed by a national advisory council made up of several State directors of ABE Programs, educators, and teachers. It was presented to State Directors of Adult Basic Education Programs and the training personnel from the nine universities. University representatives and State directors at the regional levels then amended the curriculum to use as the basis for organizing teacher-trainer institutes suited to the locale and the needs of participants.

All the institutes emphasized innovation in educational media and materials. Curriculum content focused on:

1. adult needs and the specific problems of the target population;
2. ways to train and work with adult basic education teachers;
3. program administration;
4. curriculum content for teaching undereducated adults;
5. ABE teacher profile.

Activities included lecture-reaction sessions, discussions, demonstrations, evaluation sessions, laboratory periods, work or practicum sessions, and field trips.

As a result of the 1966 undertaking, State and local training activities increased both in quantity and quality. Training activities at the national level expanded in the summer of 1967. Nineteen

universities, including the nine from the previous year, conducted institutes for 1,197 participants - 702 teachers and 495 administrators. (See Table II.)

TABLE II - NUMBER OF TEACHER-TRAINING INSTITUTES AND PARTICIPANTS BY YEARS

Year	Institutes	Participants
1965*	3	165
1966	9	982
1967	19	1,197

*Ford Foundation Grant

Continued and stronger emphasis was placed on the involvement of the participants in creative activities. The impact of the institutes was evidenced in the improved quality of followup workshops and other teacher-training activities at State and local levels. (See Appendix E - The Training Program for Adult Basic Education Teacher Trainers, page 51.)

In the summer of 1968, the number and types of teacher-training institutes will be increased to provide programs for approximately 2,000 teachers, administrators, and counselors.

Training at State and Local Levels

From 1965 to 1968, all the States conducted some type of training program for administrators and/or teachers in the Adult Basic Education Program. Some were conducted by the State agencies, but the majority were conducted by local education agencies for the local staff.

Programs included orientation and preservice and inservice training, and varied in length from 2 hours to a month. The 1-day workshop has been the activity most frequently provided for inservice training personnel.

The general content of the several types of programs include:

1. Overview of adult basic education: the background and history; the legislation authorizing the program; the philosophy and objectives;

2. Sociological and personal characteristics of adults; characteristics of disadvantaged adults; the problems related to teaching adult students; characteristics and qualifications needed in ABE teachers and administrators;

3. Recruitment and retention;

4. Classroom methods;

5. Demonstration and evaluation of instructional materials - textbooks; workbooks; audiovisuals; programed instruction; educational television;

6. Preparation of materials;

7. Subject areas - communication skills, especially reading; arithmetic; consumer education; health; personal and family development;

8. Student testing and placement;

9. Guidance and counseling;

10. Linguistics, teaching English as a second language.

University Resource Specialists

Further action was taken in the summer and fall of 1967 to develop professional personnel for the rapidly growing Adult Basic Education Program.

By 1966, personnel needs were evident--for program services, leadership, teacher-training at the State and local levels, and development of the summer institutes. In addition, specialists were needed to assist universities in developing graduate programs in the field of adult basic education.

Through arrangement with the National University Extension Association, the position of university resource specialist was created. Educators, or specialists in adult basic education were appointed to the staff of the nine universities which conducted teacher-training institutes in the summers of 1966 and 1967.

Special Projects

The special projects are closely related to the teacher-training program. The purposes of the special projects are to devise new or improve teaching techniques, develop leadership, demonstrate use of innovative teaching materials and media.

Through these projects, adult basic education concepts, curriculum, methodology, and program administration can be developed and refined. Toward this end, funds expended for the special projects are an investment in the future of adult basic education. In a broader frame of reference, the special projects through experimentation and demonstration provide "the cutting edge" of the Adult Basic Education Program.

In fiscal year 1967, an allocation of $1 1/2 million provided grants for 10 experimental and demonstration projects. An allocation of $6 1/2 million for fiscal year 1968 enabled most of the projects to be continued and expanded in scope and number. The following projects were funded in fiscal year 1967: (See Appendix F, List of Special Projects--Fiscal Year 1967, pages 51-55.)

1. The United Planning Organization (UPO), Washington, D.C. In an effort to help disadvantaged Negro youth enter the world of work, the UPO in the District of Columbia established an educational program focused on prevocational training. The project was phased over a 12-month period and served 211 Neighborhood Youth Corpsmen. For the first 3 months, the Corpsmen participated in an accelerated basic education program which increased reading levels 1 to 3 grades for 61 percent of the enrollees.

In the following six months, 175 of the 211 Corpsmen were placed with the U.S. Department of Defense for on-the-job training. With the assistance of the U.S. Civil Service Commission, the 175 trainees were converted to regular civil service status during the last three months of the project.

2. The New York State Department of Education, Albany. This State Department of Education conducted an Adult Basic Education Program in New York City for parents of children enrolled in Operation Head Start. The program served approximately 1,500 parents, half of whom were Spanish-speaking. Parents received 100 hours of basic education. More than three-fourths of the English-speaking parents made significant gains in vocabulary, reading, and arithmetic skills. Teachers reported that Spanish-speaking participants made satisfactory progress in learning English. The parents showed increased interest in the learning experiences provided their children in the Head Start Program and interest in community involvement. In addition to learning basic communication and arithmetic skills, participants received information on consumer education, health and nutrition, and child care.

3. North Carolina State University in Raleigh. The university is conducting a developmental and demonstration project using modern educational technology in teaching undereducated adults in North Carolina, South Carolina, and Virginia. After diagnosing the needs and objectives for developing basic education programs for undereducated adults, the university staff sponsored four workshops to determine curriculum content. Education consultants and State and local program officials worked with the university staff to develop the curriculum. An IBM 1500 computer is used for experimental computer-assisted instruction.

4. Public School Systems in Alexandria and in Arlington and Fairfax Counties, Virginia. The school systems are developing a demonstration and evaluation center to serve as a national clearinghouse for adult basic education materials. In addition, the center also provides classes for undereducated adults, including Spanish-speaking residents of northern Virginia of whom over 300 have already been served. Currently, major emphasis is on materials and systems for teaching English to speakers of other languages.

5. The Research and Program Development Department of Morehead (Kentucky) State University. The goal of the research and demonstration project at Morehead State University is to develop a cooperative system to promote adult basic education in eight States of the Appalachian region--Alabama, Georgia, Kentucky, Mississippi, Ohio, Tennessee, Virginia, and West Virginia. Its objective is to instruct illiterate adults in a rural setting, using computerized instruction and programed learning systems.

6. The Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico. This agency is developing television programs for the Mexican-American population in the Southwest. The University of Arizona staff is producing 72 television types, 10 of which will be used to teach reading and writing to Spanish-speaking adults. The project is a cooperative venture with the Arizona Department of Public Instruction, the California Department of Education, and the University of Colorado (Boulder).

7. The Laborers International Union of North America, AFL-CIO Local 423 in Columbus, Ohio. Local 423 provides union members with instruction to improve their chances for job advancement. The project develops and uses job-oriented materials for teaching participants. The project began in October 1967, ending its first 12-week course in December. Planned to have four cycles, the second 12-week course began in January 1968; the third, in April 1967; and the fourth, in July 1968.

8. The National Education Associates for Research and Development (NEARAD), Fort Lauderdale, Florida. NEARAD is developing a basic education program to serve undereducated adults employed as migrant farm workers in 13 east coast States. The project is experimenting with "mobile schools" with an eye to making learning centers accessible to the migrating workers and to facilitate the achievement of interstate arrangements for continuing education. NEARAD opened a diagnostic center, in cooperation with Florida Atlantic University in Boca Raton, for psychological and aptitude testing of adult migrant workers. The results will aid the staff in curriculum development. A "data bank" to collect information on families in the migrant stream is being developed.

9. The Special Project Division, Detroit (Michigan) Public Schools. In cooperation with the Wayne State University and the Michigan State Department of Education, the Special Projects Division of the Detroit Public Schools has set up the Detroit Urban Adult Education Institute. The objective is to demonstrate and test new approaches to teaching undereducated adults in an urban industrial area. Adults selected from the city's functionally illiterate will be taught to read, write, and compute by programmed learning, tutorial team-teaching, and computer-assisted instruction. Several pilot projects include: Project READ, a basic literacy program; an experimental program to determine the effectiveness of Educational Development Laboratories; a basic English program; a remedial mathematics

program as part of the consumer education course; a course leading to the high school equivalency diploma (GED); and units in speech improvement, Negro history and culture, and personal grooming.

10. Opportunities Industrialization Center (OIC), Philadelphia, Pennsylvania. OIC is conducting an experimental "Adult Armchair Education" (AAE) Program where learning activities for undereducated adults take place in the homes of neighborhood volunteers. The teachers are volunteers from the local school system, retirees, and neighborhood people. The objective of the AAE program is to provide literacy instruction and courses to improve the student's self-image, leading to continued education or vocational training. AAE groups are recruited by trained indigenous recruiters who make personal appeals to undereducated adults. The program emphasizes self-help.

THE ADULT BASIC EDUCATION PROGRAM IN ACTION

The Adult Education Branch in the Division of Adult Education Programs, Bureau of Adult, Vocational, and Library Programs of the Office of Education, has overall responsibility for carrying out the provisions of the legislation. It is the central office at the national level which provides leadership in coordinating the activities of the Adult Basic Education Program. The Branch reviews and recommends approval of State plans; reviews and approves teacher-training projects and special experimental and demonstration projects funded under Section 309; reviews progress reports of the States; monitors ongoing special projects; and reports on expenditures, enrollments, and program effectiveness.

Regional Adult Education Program Officers, under the Office of Education policy of decentralization, work in conjunction with the national office in assisting and guiding the States in their regions. The nine regional offices now have the authority to review and approve new or amended State plans.

The central office coordinates its efforts with the regional offices in fostering the development of the Adult Basic Education Program. Except for Federal legislation, no national policy exists, because the ABE Program like other federally supported educational programs is primarily the responsibility of the States. However, the States receive assistance and guidance, within staff and time limitations in program evaluation, teacher training, curriculum development, teaching media and materials, and use of volunteers and subprofessionals.

State Leadership and Activities

Since the ABE Program is largely State-administered, the State Department of Education has the responsibility for all matters related to the operation of the program at local levels: planning, administration, supervision, teacher training, curriculum development, evaluation, fiscal accounting. Local programs authorized under an approved State plan, are funded through local school systems. The 1967 Amendments 5/ to the Adult Education Act of 1966 authorizes the funding of private nonprofit agencies to provide basic education programs in communities lacking support from local school systems.

5/ Public Law 90-247, January 2, 1968.

If the State law permits, the 1967 Amendments authorize the State education agency to make grants to public and private nonprofit agencies for special projects and for teacher training programs. The agency has responsibility for the supervision of these activities.

The Local Program and State--Local Interaction

To understand the problems and potential of the Adult Basic Education Programs, a view of its operation at the local level is essential.

Location of "Classes": Basic education "classes" are usually held in public school buildings. In large communities, basic education activities are incorporated into the general education programs offered in adult schools. "Adult learning centers" have been established which are innovative and experimental. To provide effective learning experiences for adults, the centers must have the adequate resources and staff plus the supporting services required to meet adult needs.

Convenience is often the reason for holding classes in a facility other than a public school building. The major reason for avoiding the use of school buildings is that many undereducated adults have experienced failure in public schools. With this in mind, ABE personnel focus first on orienting adults to the process of organized learning. Groups are organized in nearby homes. Then they enter the orientation programs that have been set up in churches, homes, and "clubhouses."

The most effective way to reach undereducated adults has been to take the program to communities where they live. Therefore, classes are held in libraries, housing projects, churches, neighborhood centers, students' and teachers' homes, social clubs, factories, and on college and university campuses. Basic education classes also are conducted in hospitals, in correctional and mental institutions, in migrant camps, and on Indian reservations.

Recruitment: Personal contact has proved to be the most effective means of recruitment. Individuals and community groups aid local education agencies in promoting adult basic education and in recruiting prospective students through personal contacts. But local offices of State departments of public welfare, public health, and employment, and the Community Action Programs (CAP) have referred the largest number of adults to the ABE Program. Social and civic groups conduct community surveys, "sell" the program from door to door, and distribute literature.

The most effective recruiters are the students themselves. They recruit from their neighborhoods and churches, and from among their families and friends. Some local programs employ recruiters from among the economic or ethnic group to be reached, and some include recruiting activities in the duties of ABE teachers and counselors. In some instances, children in day schools are asked to tell their parents about the classes, or to take their parents literature which explains the program.

Other resources used are public service announcements, radio and television programs, local newspapers and other printed materials, community and school meetings.

Retention: A major concern of the ABE Program is the dropout rate. Data from the State reports for fiscal year 1966 show that approximately 19 percent (some 70,000) of the 377,660 adults enrolled in ABE classes left the program before achieving an education at the elementary level. The causes for separation which were most frequently reported by States were:

1. Conflict between employment hours and class schedule
2. Health (personal or family)
3. Transportation
4. Child care

Other reasons were:

1. Lack of student-teacher rapport
2. Lack of confidence, feeling of inferiority, impatience,
3. Lack of family support and encouragement
4. Family problems
5. Lack of opportunities for training beyond basic education
6. Moving to another community
7. Inadequate clothing

Interagency Cooperation and Program Coordination: Administrators of State and local programs are encouraged to cooperate with all community agencies and groups serving the target population. Major coordination of ABE activities at the State level has been with the State Department of Public Welfare (especially the Title V Work-Study Program); State Office of Economic Opportunity (the Community Action Program in particular); State Department of Public Health, State Department of Employment; and Vocational Education and Manpower Development and Training Programs. Interagency cooperation occurs in developing, planning, and the funding of programs; in promotion and referral;

through mutual agreements regarding the provision of information and services and the involvement of local agency offices.

Agencies and institutions with which the State Adult Basic Education Program cooperates include the U.S. Department of Labor, VISTA, the Community Action Program, Head Start, Neighborhood Youth Corps, the Bureau of Indian Affairs, the State Migrant Councils, the State Selective Service System, and State universities (primarily in planning and developing teacher-training programs and pilot projects).

Local social service and public service agencies, business organizations, professional and religious groups aid in planning and promoting community programs and in teacher and student recruitment, conduct population surveys, identify potential students. These agencies and organizations provide testing and instructional materials, resource persons, classroom facilities, student transportation, baby-sitting and child-care services, health examinations (hearing, vision, plus needed services), and other supportive services.

Personnel: The teacher is the key person in the Adult Basic Education Program, as in other education programs. Most ABE teachers are part-time employees, hired and supervised by the local administrators. Because the hours of instruction per week vary, the pay is based on an hourly rate for part-time teachers and other personnel.

The majority of States use subprofessionals as teacher-aides. They provide individualized classroom instruction, assist in recruiting students, and keep records. The use of aides as a means of involving persons from the population served and developing new careers is increasing.

The local education agency employs personnel for the administration and operation of local programs. Regulations governing recruitment, selection, hiring, and supervision are established in accordance with State and local requirements. Programs require full-time administrators, however the majority of the education agencies still employ program directors on a part-time basis.

Program Innovation: State and local programs are encouraged to be creative and innovative in developing instructional programs and pilot projects. New and varying teaching techniques are used to retain student interest, to stimulate the learning process and student achievement, and to emphasize adult responsibilities as citizens.

Many instructional techniques are used in an attempt to relate basic education to adult responsibilities and needs. In some programs, adults are taught the basic communication and computing skills in courses such as typing, sewing, driver education, consumer education, and music. Teaching materials consist of bank forms, employment forms, mail order catalogues, maps, films and filmstrips, newspapers, pictures, records and tapes, supermarket throwaways, and student prepared newspapers.

Television and radio are used as instructional aides. Daily television programs in conversational English reach Spanish-speaking adults in one city. A Navajo-English radio program is heard daily on a Navajo reservation. A traveling language laboratory has been made available to a large number of non-English-speaking adults. Mobile units have been provided for adults on Indian reservations and in other remote areas.

Other related resources have encouraged adults to become involved in community activities. Adult learning centers have child-care services, teenage clubs, basic education classes, and credit unions. Educational centers in public housing projects sponsor window-box contests and present homemaker and recipe awards. Other social and educational activities include class coffee breaks, picnics, bus tours, field trips to community sites (such as libraries, industries, and supermarkets), student "exchange" libraries where adults exchange books among themselves, tutorial services (particularly for foreign-born students wishing to pass citizenship tests), programs for parents of Head Start children, demonstrations on how to use voting machines.

Considerable emphasis is given to the development and use of training aids. States have developed: films to acquaint teachers with the background and environment of adult basic education students; instructional materials including bilingual materials; "English as a Second Language" tapes (for Spanish-speaking and Indian students); and filmstrips, recordings, and flip charts on health, consumer education, responsible citizenship, and parent education.

Research: Several States have conducted research studies as a part of their Adult Basic Education Program. Conducted as pilot projects, the studies covered such areas as:

1. Motivation of the illiterate adult;
2. Existing evaluative instruments;

3. Dropouts in ABE Programs;
4. Learning difficulties of nonreaders;
5. Characteristics of successful ABE teachers;
6. Comparison of teaching materials and/or methods; teacher factors (age, race, education, experience) and their effect on student learning.

A review of the development of the Adult Basic Education Program, since it began in 1965, reveals rapid growth in all facets of the program and increasing Federal-State-local interaction. The millions not being served justify a greatly expanded program. Reports from the States described many programs that were limited in scope or had been discontinued because of insufficient funds. A comprehensive plan supported by legislation and adequate funding is a must to enable the Adult Basic Education Program to meet the challenge of the 1970's.

PART III

ADULT BASIC EDUCATION IN OTHER FEDERAL AGENCIES

INTRODUCTION

Ten Federal agencies conduct at least 28 programs that have adult basic education components, according to a survey made by the Greenleigh Associates for the National Advisory Committee on Adult Basic Education.

The findings point to the need for a national policy on adult basic education to: (1) coordinate reporting systems; (2) define common terms among the agencies and programs, and (3) create linkages between the programs to increase the basic skill training provided for the target population. The survey emphasizes need for additional funds to reach a potential enrollment of 43 million adults who need schooling below the 12th grade level.

This summary of the Greenleigh report 6/ to the Advisory Committee discusses several aspects of the federally-supported program and suggests how adult basic education should be developed to serve undereducated adults effectively.

6/ Greenleigh Associates, Inc. Inventory of Federally-Supported Adult Education Programs: Report to the President's National Advisory Committee on Adult Basic Education. The Associates (New York), January 1968. 150 pp.

PROCEDURE

As charged by the Adult Education Act of 1966, the National Advisory Committee on Adult Basic Education must "review the administration and effectiveness of the Adult Basic Education Program and other federally-supported adult education programs as they relate to adult basic education, make recommendation with respect thereto, and make annual reports to the President of its findings and recommendations..."

The Division of Adult Education Programs contracted with Greenleigh Associates to:

1. Assist the Committee in fulfilling its charge;

2. Review existing Federal basic education programs which are similar to the one authorized by the Adult Education Act of 1966 (programs offering reading, writing, and arithmetic up to the 9th grade level for out-of-school adults, 18 years of age and older, and some programs below college level);

3. Provide comparison data on program administration, offerings, and measurement.

Greenleigh Associates gathered information for the report through interviews with Federal officials, questionnaires, and publications from the ten agencies included in the survey. The list of agencies and their program follows:

1. U.S. Department of Agriculture

   Federal Extension Service, Cooperative Extension Service

2. U.S. Department of Commerce

   Economic Development Agency, Manpower Development and Training

   (U.S. Department of Labor, in cooperation with U.S. Department of Health, Education, and Welfare, Office of Education, Division of Manpower Development and Training, and the U.S. Department of Commerce)

3. U.S. Department of Defense

Department of the Air Force, Air Force High School Preparatory Program

Department of the Army, Off-Duty Educational Services Programs for Military Personnel

Department of the Navy, Off-Duty Educational Services Programs for Military Personnel

Department of the Navy, U.S. Navy, U.S. Marine Corps, Off-Duty Educational Services Programs for Military Personnel

Project 100,000

Project Transition

4. U.S. Department of Health, Education, and Welfare

Office of Education, Bureau of Adult, Vocational, and Library Programs

Division of Adult Education Programs (Adult Basic Education)

Division of Library Services and Educational Facilities

Division of Manpower Development and Training (U.S. Department of Labor, in cooperation with HEW-OE and the U.S. Department of Commerce, Economic Development Agency)

Social and Rehabilitation Service (SRS)

Administration on Aging

Assistant Payments Administration, Office of Special Services

Cuban Refugee Program

Rehabilitation Services Administration (RSA)

Vocational Rehabilitation (HEW)

Work Experience and Training Program (in cooperation with the U.S. Department of Labor)

5. U.S. Department of the Interior

Bureau of Indian Affairs, Community Services Division

Adult Education Program, American Indian

Employment Assistance Program

6. U.S. Department of Justice

Bureau of Prisons

Educational and Vocational Training for Federal Workers

Immigration and Naturalization Service

Citizenship Education and Training Program

7. U.S. Department of Labor

Manpower Administration

Concentrated Employment Program

Manpower Development and Training (in cooperation with U.S. Department of Health, Education, and Welfare, Office of Education, Division of Manpower Development and Training and the U.S. Department of Commerce, Economic Development Agency)

Bureau of Work Programs

Neighborhood Youth Corps

New Careers

Operation Mainstream

Special Impact Program

8. U.S. Department of Transportation

U.S. Coast Guard 7/ Off-Duty Educational Services Programs for Military Personnel

9. Office of Economic Opportunity

Community Action Program (CAP)

Adult Basic Education

Special Field Programs

Indian Division, Indian Training Program

Migrant and Seasonal Farm Workers Program

Job Corps

10. Veterans Administration

Physical Medicine Rehabilitation Service, Department of Medicine and Surgery Educational Therapy, Veterans Administration

Veterans Readjustment Training Program

Vocational Rehabilitation, Veterans Administration

The National Advisory Committee on Adult Basic Education sought answers to the following questions:

1. What sources of information do the agencies use in forming objectives for Adult Basic Education Programs?

2. Are program objectives based on national or personal needs?

3. What segment of the adult population is served?

4. How many people are reached?

5. How are Federal funds used?

7/ The U.S. Coast Guard is a service within the U.S. Department of Transportation, except when operating as a part of the U.S. Navy in time of war or when the President directs.

6. How does the funding differ in the several programs?

7. Do States match Federal funds?

8. Are the programs effective?

9. What are the characteristics of the programs (setting, curriculum, coordination)?

10. Is there duplication or overlapping among programs?

11. Do gaps exist in program structure? If so where?

Some of the above questions remain unanswered because of limited data on those programs not emphasizing basic education, lack of common definitions between agencies and deficient or nonexistent reporting systems.

PROGRAM COVERAGE

The federally funded adult basic education programs differ in purposes, depending on the sponsoring agency's emphasis, the level of education and type of preparation offered, and the particular group being served. Some programs emphasize personal development. Others focus on preparation for employment or living in general on citizenship training, parent education, or consumer education. Some integrate general education with vocational training. A few programs combine several purposes but the degree of emphasis varies according to statutory requirements and enrollee characteristics. The same holds true for level of education and type of preparation offered in the various programs. Some programs address adults who have not completed high school and other programs are geared specifically for the functionally illiterate.

Target Population

For the purpose of estimating the total target population, generally described as "the disadvantaged," data from a study made by the Office of Economic Opportunity (OEO) and the most recent Bureau of Census figures are used. There is not a common target for all the programs: target population groups may be specifically defined to include American Indians, migrant and farm workers, disadvantaged older youth or disadvantaged youth, the handicapped, veterans, and so forth. But overlapping in terms of target groups is inevitable since an American Indian could be a veteran and a migrant worker.

The Greenleigh study concludes that census data probably both overstate and understate the actual problem. For the most disadvantaged group the census data understate the problem.

Funding

The Greenleigh report cites "lack of money to adequately attack the problem of adult basic education" as a serious problem for all programs. It estimates that a hundred million dollars in Federal funds was spent for adult basic education programs in fiscal year 1967. Of this amount, the Office of Education program, authorized by the Adult Education Act of 1966, and the multi-component programs operating under the Manpower Development and Training Act of 1962 accounted for roughly two-thirds of Federal expenditures for adult education below the ninth grade.

Programs administered directly by Federal agencies (such as Department of Defense, Bureau of Indian Affairs, and specific programs under the Office of Economic Opportunity) are supported exclusively by Federal funds. Those administered at the State or local level require matching funds. The most common formula is 90 percent Federal and 10 percent State or local funds. All of the experimental and developmental projects require no matching funds since they are administered at the national level.

Administration and Coordination

Administration of a particular agency's Adult Basic Education Program or program component may involve several Federal agencies or only one. The one program which has the most complex multi-agency administration is the Work Experience and Training Programs, Title V of the Economic Opportunity Act of 1964. It involves three bureaus of the U.S. Department of Labor and one division each in two bureaus of the U.S. Department of Health, Education, and Welfare. The Office of Education, on the other hand, operates its ABE Program through a system of State grants. In still other programs, a combination of State, local, and Federal agencies administer a programs, i.e., the Job Corps. Since programs differ in administration structure and emphasis, coordination can be achieved only through the concerted efforts of administrators at various levels.

A more comprehensive understanding of effective procedures for the successful administration of a program is required. More efforts such as the Coordinated Area Manpower Planning System (CAMPS) are needed. The goals of CAMPS are the very ones needed in adult basic education to solve its lack of coordination.

Curriculum Development

Adult Basic Education is offered at local levels, with the exception of programs involving persons from the target population who are institutionalized. Usually the curriculum includes skill or skills improvement in reading, writing, computation as related to work opportunities. Programs designed for social rather than economic improvement offer courses in child care, citizenship training, consumer education, social skills. Programs which are administered under a State plan or under local auspices often make other

stipulations, such as certified teachers, certain kinds of instructional materials, or specified facilities. The curriculum of the several adult basic education programs should be better coordinated.

Duplication of effort in curriculum development is evident according to the survey of federally supported adult education programs. The study concludes that coordination among the various programs would alleviate this problem.

A P P E N D I C E S

NARRATIVE SUMMARY OF NATIONAL DATA ON STUDENTS IN ADULT BASIC EDUCATION

The following information represents the highlights of a national survey of students in the Adult Basic Education Program, administered under authority of the Adult Education Act of 1966. This survey was a joint effort of the U.S. Office of Education and the State and local public school systems. The overall project, including the planning, implementation and final processing of data, represents three years of work.

The actual interviewing of students and completion of questionnaires took place between February and July, 1967. Only new enrollees were included in the survey and approximately 94,000 completed questionnaires were received and processed. This represents almost one-fourth of the total enrollment of 406,000 during the 1966-67 school year. Every State, the District of Columbia, Puerto Rico, and the Virgin Islands were included in this survey.

It should be noted that since a few questionnaires failed to report information in some categories, percentages included in this summary do not total 100%.

1. Race or National Origin

White	56.6%	Mexican American	5.5%
Negro	35.3%	American Indian	.8%
Oriental	2.3%	Puerto Rican	11.1%

2. Sex

Males	42.5%	Females	56.1%
White Males	49.2%	White Females	49.6%
Negro Males	33.2%	Negro Females	65.7%

3. Marital and Family Status

Married	58.1%	Divorced, Widowed or Separated	15.7%
Single	24.1%	Heads of Families or main wage Earners	48.4%

4. Income and Employment

   a. Individual Student Income

Under $3,000 per year	53.9%
Between $3,000 and $4,000 per year	8.8%
Between $4,000 and $6,000 per year	9.0%
Over $6,000 per year	5.4%
No information	22.9%

b. Family Income

Under $3,000 per year	37.6%
Between $3,000 and $4,000 per year	13.4%
Between $4,000 and $6,000 per year	16.5%
Over $6,000 per year	15.5%
No information	17.0%

c. Employed 54.4%

Full-Time	42.6%
Part-Time	11.8%

Unemployed 39.9%

Seeking Employment	14 %
Not Seeking Employment	25.9%

d. In Program to get job or a better job ..... 29 %

In program for general self-improvement ..... 63 %

5. Welfare recipients 19.5%
Title V Welfare Work-Experience Program 7.4%

6. Home and Class location

a. Urban Area 63.4%
Rural Area 28.4%

b. Public School Location ..... 84 %
Non-school Location ..... 15 %

7. Age

a. 18 to 24 years of age 17.5%
25 to 44 years of age 46.5%
45 to 54 years of age 15.5%

55 and over 10.9%
45 and younger ..... 64 %

b. Whites, between 18 and 24 ..... 68.1%
Negroes, between 18 and 24 ..... 24.7%

c. Welfare Recipients, Between 18 and 24 .... 16.1%
Welfare Recipients, Between 25 and 34 .... 20.1%
Welfare Recipients, Between 35 and 44 .... 20.4%
Welfare Recipients, Between 45 and 54 .... 20.4%
Welfare Recipients, 55 and over 19.9%

8. Grade Levels

a. Before entering program

Grade 0 ... 3.8%
Grade 1-3 ... 13.1%
Grade 4-6 ... 26.8%
Grade 7-8 ...27.6%
Grade 9-11...18.7%
Grade 12 ... 6.3%

b. Current Grade Levels

Grade 1-3 ... 21.6%
Grade 4-6 ... 27.3%
Grade 7-8 ... 32.2%

This summary represents a part of the data obtained by this demographic survey of the student population in the Adult Basic Education Program. Information in greater detail is available compiled by State and by county as well as for the Nation.

THE ADULT BASIC EDUCATION PROGRAM

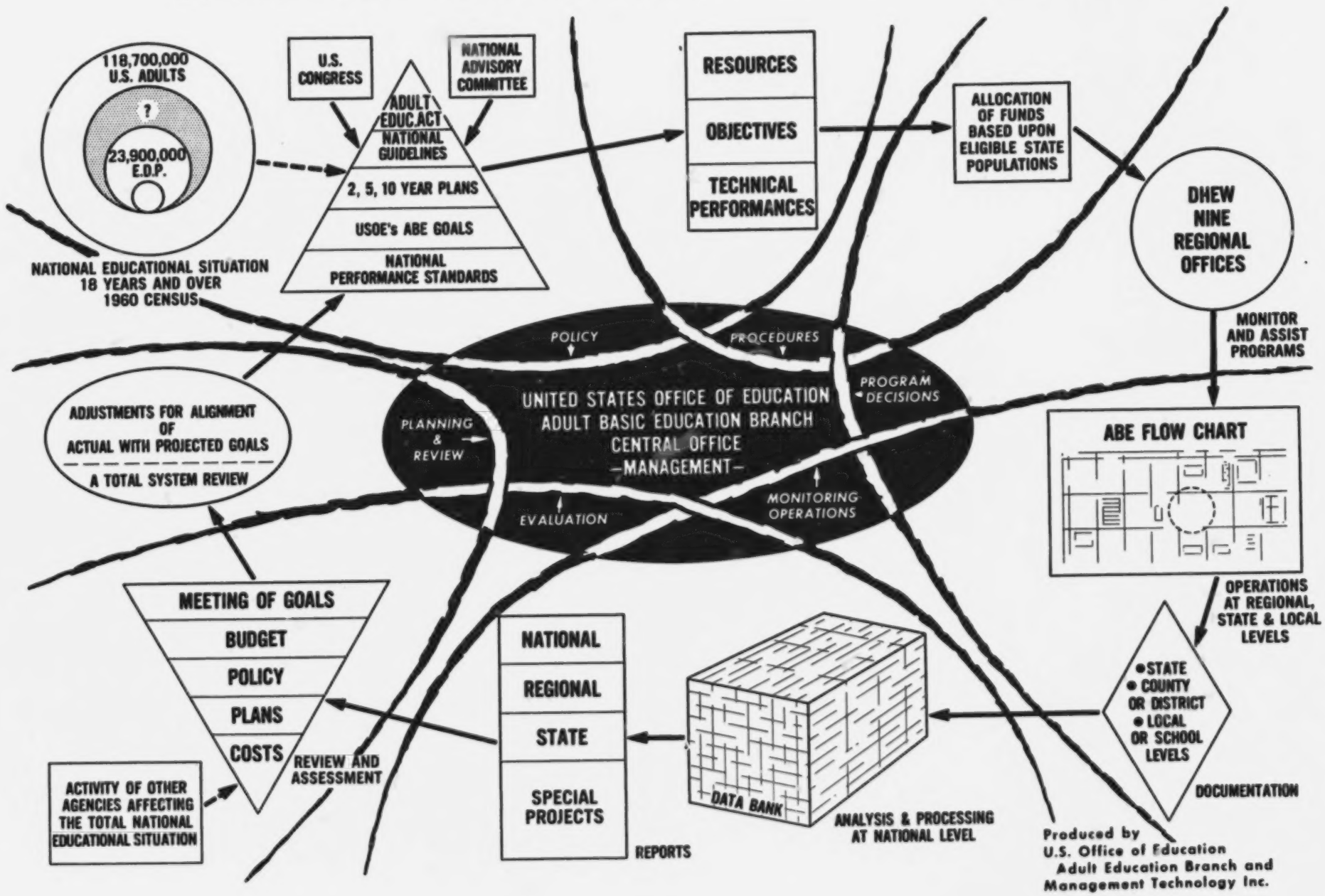
1965 - 1968

State Allotments and Enrollments

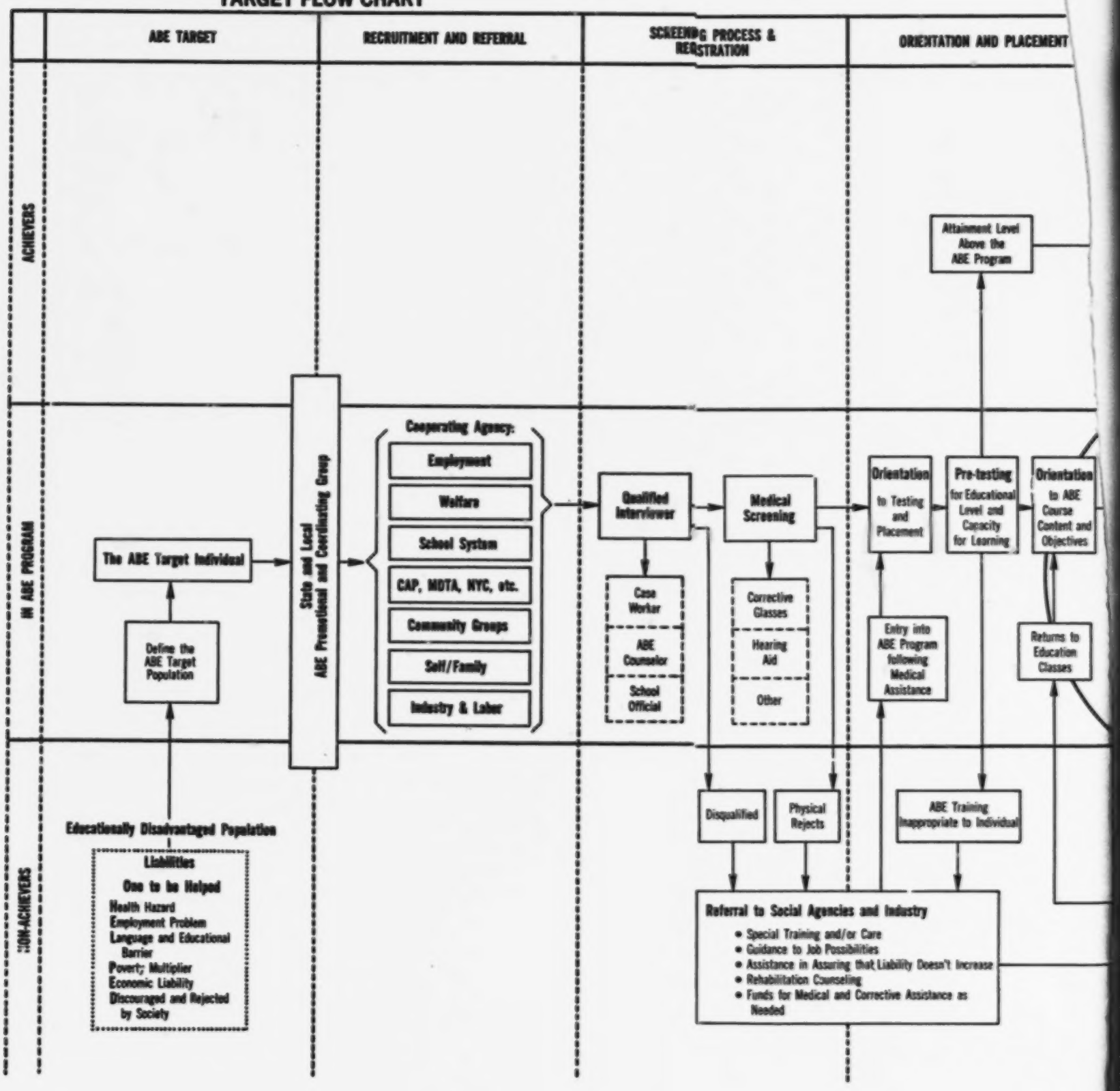
State or Territory	Fed. Funds Available (In 1000's)				Program Participants			
	FY '65 [1]	FY '66 [2]	FY '67	FY '68	FY '65	FY '66	FY '67	FY '68 [3]
Total:	$18,612	$34,132	$26,280	$30,590	37,991	377,660	392,299	455,437
Alabama	579	880	825	901	---	8,085	9,647	10,519
Alaska	50	45	50	126	---	110	379	580
Arizona	147	463	209	303	---	3,294	3,263	4,731
Arkansas	317	393	451	538	---	4,329	5,503	6,549
California	1,077	1,823	1,535	1,591	1,481	18,873	28,795	29,947
Colorado	93	184	132	229	125	2,144	2,599	4,498
Connecticut	213	392	304	395	---	7,858	8,008	10,410
Delaware	50	100	50	146	66	726	611	1,784
Florida	560	888	798	875	5,049	24,847	32,771	36,048
Georgia	746	1,364	1,063	1,132	300	17,173	12,997	13,910
Hawaii	81	196	115	212	500	10,006	3,899	7,174
Idaho	50	25	50	138	---	18	335	928
Illinois	810	1,579	1,155	1,221	---	17,134	17,597	18,656
Indiana	279	210	398	486	---	1,208	4,833	5,896
Iowa	110	217	156	251	256	2,503	2,834	4,563
Kansas	96	139	136	232	---	952	1,592	2,722
Kentucky	483	1,321	688	768	7,800	16,126	9,142	10,239
Louisiana	695	1,903	990	1,061	---	14,795	11,436	12,237
Maine	55	110	78	176	---	1,037	573	1,289
Maryland	307	396	438	525	43	4,944	3,973	4,768
Massachusetts	387	722	552	636	---	1,697	6,301	7,246
Michigan	531	2,167	757	835	1,424	13,000	13,898	15,290
Minnesota	155	158	221	315	---	1,222	1,440	2,045
Mississippi	436	332	621	703	---	180	9,813	11,089
Missouri	383	485	545	630	---	4,554	4,266	4,949
Montana	50	12	50	147	---	---	72	212
Nebraska	64	132	92	189	175	327	703	1,448
Nevada	50	96	50	117	200	1,160	776	1,824
New Hampshire	50	80	50	144	---	417	657	1,886
New Jersey	570	1,116	812	889	1,200	11,113	10,038	10,941
New Mexico	113	111	161	256	---	1,407	2,974	4,729
New York	1,696	3,698	2,416	2,446	134	19,421	14,815	14,965
North Carolina	832	1,384	1,185	1,251	17,000	20,956	27,106	28,732
North Dakota	50	62	58	157	---	90	162	436
Ohio	660	703	941	1,014	---	7,245	8,526	9,208
Oklahoma	228	461	325	416	---	6,707	4,961	6,350
Oregon	75	99	107	204	---	810	1,149	2,195
Pennsylvania	988	1,360	1,408	1,467	---	4,807	9,003	9,363
Rhode Island	76	106	109	206	39	1,074	1,161	2,194
South Carolina	499	1,344	711	791	---	21,342	17,406	19,321
South Dakota	50	13	50	148	---	31	106	313
Tennessee	603	1,174	859	934	75	15,374	16,200	17,658
Texas	1,433	1,914	2,042	2,083	---	49,398	31,675	32,309
Utah	50	100	50	138	141	1,257	1,140	3,146
Vermont	50	129	50	126	---	786	1,026	2,586
Virginia	616	133	877	952	---	1,506	6,674	7,725
Washington	123	175	175	270	1,983	3,827	3,316	5,107
West Virginia	237	417	338	428	---	9,896	16,374	20,795
Wisconsin	264	26	376	465	---	541	1,563	1,938
Wyoming	50	70	50	120	---	291	473	1,140
Dist. of Columbia	70	174	99	196	---	1,349	1,114	2,207
Guam	16	28	23	37	---	243	572	927
Puerto Rico	324	480	435	496	---	19,208	15,624	17,811
Virgin Islands	16	32	23	24	---	262	328	354
Trust Terr.	---	---	23	26	---	---	---	---
Amer. Samoa	16	---	23		---	---	---	---

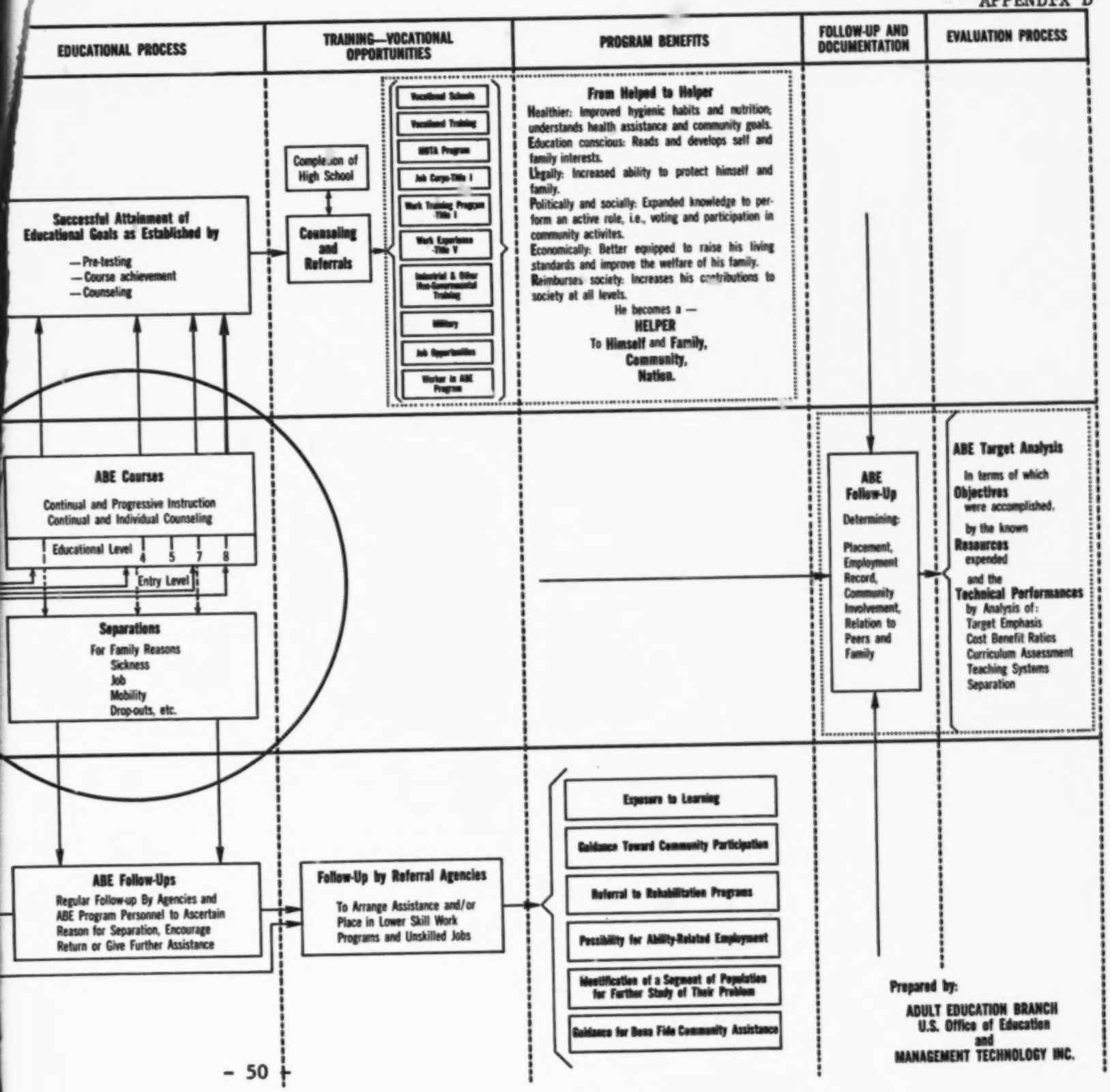
1. $4.2 Obligated
2. $14.5 Carried Over From FY '65
3. Estimate

A Conceptual Model of the Adult Basic Education Evaluation System



TARGET FLOW CHART

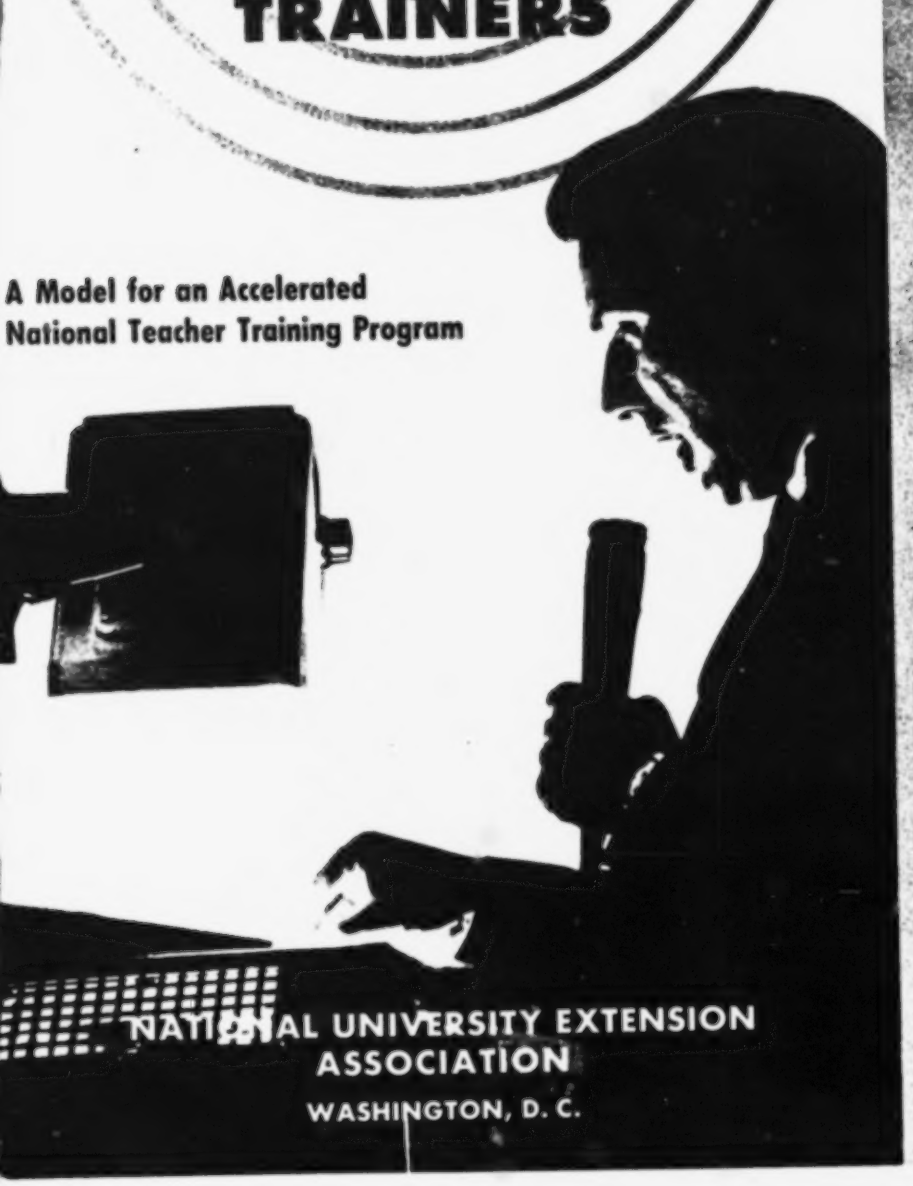



EDUCATIONAL PROCESS
TRAINING—VOCATIONAL OPPORTUNITIES
PROGRAM BENEFITS
FOLLOW-UP AND DOCUMENTATION
EVALUATION PROCESS
Successful Attainment of Educational Goals as Established by
— Pre-testing
— Course achievement
— Counseling
Completion of High School
Counseling and Referrals
Vocational Schools
Vocational Training
NDTA Program
Job Corps-Title I
Work Training Program Title I
Work Experience -Title V
Industrial & Other Non-Governmental Training
Military
Job Opportunities
Worker in ABE Program
From Helped to Helper
Healthier: Improved hygienic habits and nutrition; understands health assistance and community goals.
Education conscious: Reads and develops self and family interests.
Legally: Increased ability to protect himself and family.
Politically and socially: Expanded knowledge to perform an active role, i.e., voting and participation in community activites.
Economically: Better equipped to raise his living standards and improve the welfare of his family.
Reimburses society: Increases his contributions to society at all levels.
He becomes a —
HELPER
To Himself and Family, Community, Nation.
ABE Courses
Continual and Progressive Instruction
Continual and Individual Counseling
Educational Level
1
4
5
7
8
Entry Level
Separations
For Family Reasons
Sickness
Job
Mobility
Drop-outs, etc.
ABE Follow-Ups
Regular Follow-up By Agencies and ABE Program Personnel to Ascertain Reason for Separation, Encourage Return or Give Further Assistance
Follow-Up by Referral Agencies
To Arrange Assistance and/or Place in Lower Skill Work Programs and Unskilled Jobs
Exposure to Learning
Guidance Toward Community Participation
Referral to Rehabilitation Programs
Possibility for Ability-Related Employment
Identification of a Segment of Population for Further Study of Their Problem
Guidance for Bona Fide Community Assistance
ABE Follow-Up
Determining:
Placement, Employment Record, Community Involvement, Relation to Peers and Family
ABE Target Analysis
In terms of which
Objectives
were accomplished,
by the known
Resources
expended
and the
Technical Performances
by Analysis of:
Target Emphasis
Cost Benefit Ratios
Curriculum Assessment
Teaching Systems
Separation
Prepared by:
ADULT EDUCATION BRANCH
U.S. Office of Education
and
MANAGEMENT TECHNOLOGY INC.

THE UNITED STATES OFFICE OF EDUCATION

THE TRAINING PROGRAM FOR ADULT BASIC EDUCATION TEACHER TRAINERS

A Model for an Accelerated
National Teacher Training Program



NATIONAL UNIVERSITY EXTENSION ASSOCIATION
WASHINGTON, D. C.

Introduction

The Office of Education's Adult Basic Education Program has had four noteworthy characteristics. It has been the *first massive national attack* on adult illiteracy in our history. Second, it has been an experiment in developing and perfecting an *accelerated national program for training teachers* in adult basic education. Third, it has been an experiment in a *broad-scale application of educational technology* to the prob' .a of teaching basic skills to adults. And, finally, it has been an experiment in *creative educational federalism* through a national effort to coordinate existing state and local primary, secondary and higher educational institutions in a federally financed, nationally planned program in which state and local educational institutions retain their autonomy and play a full, active role in the national planning process.

The accelerated teacher training program described in this report deals in part with all four aspects of the program but focuses on the second and fourth points above.

We cannot as yet presume to know how successful this new educational tool might be. Parts of the system must still unfold. An evaluation of the first year's effort will be ready on June 30, 1967. However, preliminary data indicate that it is a viable system worthy of our most serious attention.

ROBERT J. PITCHELL
Project Director, NUEA

The Training Program for Adult Basic Education Teacher Trainers: A Model for an Accelerated National Teacher Training Program

The American economy was built around the railroads in the last half of the 19th century, around the automobile in the first two-thirds of this century, and it will be built around education in the balance of this century.•

The teachers and administrators attending the nine teacher trainer institutes during the summer of 1966, at the universities of Connecticut, North Carolina State, Florida State, Wayne State, Missouri, Texas, Colorado, California and the State University of New York may not have been aware that they were participating in a newly developing educational form in the United States.

The institute schedules stated they were there to participate in the U. S. Office of Education's Summer 1966 Adult Basic Education Teacher Trainers Program. Actually, they were a part of a larger program, an accelerated national teacher training program which is still in the process of development by the Office of Education.

This program is being developed in response to the needs of a major anti-poverty program—basic skills training for adult functional illiterates formerly Title II B of the Economic Opportunity Act, and now transferred to the Office of Education by the Adult Education Act of 1966.

The implementation of the adult basic skills program requires more than an appropriation of millions of dollars. It requires the confrontation of millions of adult functional illiterates by trained teachers. The most effective and efficient achievement of this goal requires the application of the most advanced teaching methods and technology to the problem at hand. Above all, this know-how and training has to be applied rapidly and on a national scale.

It has been clear from the beginning that the program would suffer seriously if the country were to wait for a new corps of adult basic education teachers to be professionally trained by the nation's schools of education. As desirable as this training would be—and will be in the future—minimal lead times of two to four years for students to be recruited and trained precludes the use of this approach in fulfilling the immediate needs of the program. Teachers already trained in other subjects must be given relatively short periods of intensified, specialized training in methods, materials, equipment and principles of adult basic education skills.

But how can this be accomplished quickly, at minimum cost, on a national scale and with some degree of acceptance as to what constitutes "the most advanced methods and technology"?

It has been clear that a great deal of local, state and regional cooperation and participation are both necessary and desirable.

It has been clear, also, that some mechanism had to be designed to accelerate the processes for creating the curricula and carrying out the training programs.

Finally, the solutions had to recognize the limited supply of professionals and academic specialists in the various fields directly related to each element of the problem.

The emerging training program is in fact a series of training sessions which incorporate a national core curriculum, national and regional conferences, on-campus training institutes, and local pre-service and in-service training sessions.

Each of these elements must be organized and implemented in sequence. The national core curriculum serves as the conceptual or intellectual vehicle for compiling and disseminating the best available know-how in the field. The national and regional conferences are the vehicles for orienting the best professionals in the field on the core curriculum. The on-campus training programs are the means by which the best potential local teachers are

•U.S. Congress, Joint Economic Committee. *Automation and Technology in Education.* A Report of the Subcommittee on Economic Progress, August 1966, page 7.

trained as teacher trainers, who in turn organize and carry out local pre-service and in-service training programs for adult basic education teachers.

At each step, the number of persons trained in the elements of the core curriculum increases geometrically so that, in effect, what begins as the core concept of a small group of professionals in the field, rapidly emanates outwardly toward the adult basic skills classroom in a concentric circle or ripple process of learning and training.

This concentric circle model has three major phases: an initial one directed inwardly toward the center, the second outwardly from the core, and the third a feedback into the center for purposes of change in the system.

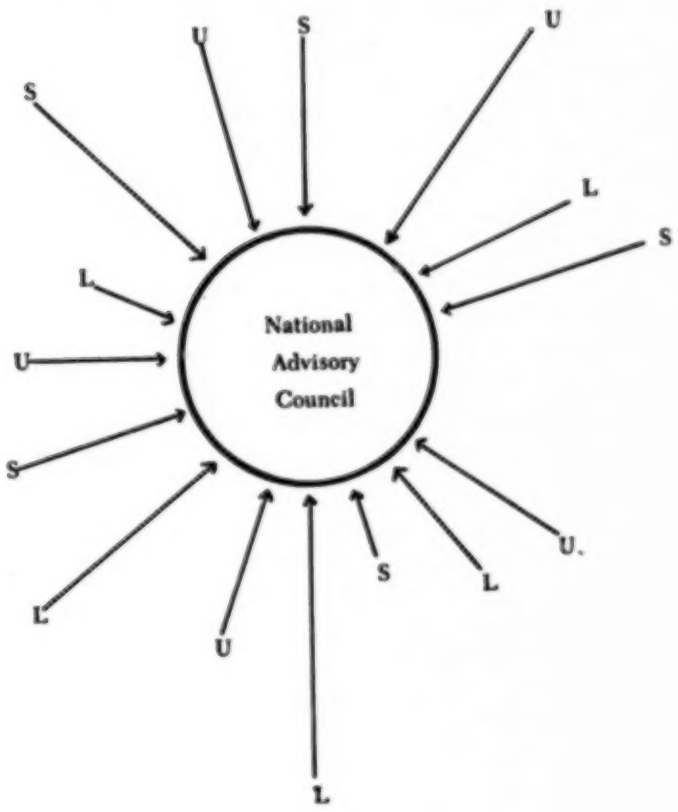
The model may be understood more clearly as it was utilized in developing the Summer 1966 Adult Basic Education Teacher Trainers Institutes.

The program had authorization and funds for training adult basic education teachers. No such pool of teachers existed anywhere in the country. Early allocations of funds to the states for this purpose had uneven application. In far too many places the trained professionals, who were necessary to organize and develop an effective teacher training program, were lacking.

It was far more efficient to plan in terms of bringing together the most knowledgeable professionals in the country to create a curriculum which could be used nationally than to allow each professional to be used individually in his local or regional area. There would be the added advantage of the benefits derived from the interaction of professionals with different viewpoints from different parts of the country as they worked toward a consensus. And, the specter of federal dictation and federal controls over education would be eliminated as long as the national curriculum was prepared by professionals, all of whom were locally based. Finally, acceptance of the curriculum at local levels would be enhanced by knowledge of the origins of the curriculum group.

Therefore, the first phase of the program consisted of an implosion process of drawing together an advisory council of many of the top professional academicians and practitioners in adult basic skills for the purpose of developing a national core curriculum for training teacher trainers.

First Phase



U—University
S—State Office
L—Local School System

The core curriculum devised by the council became the national guideline for organizing, structuring and staffing the teacher training sessions to follow.

It was necessary, of course, for the Office of Education to review the recommended core curriculum inasmuch as Congress had given this responsibility to the administering agency.

In the second phase the elements of the core curriculum would be disseminated outwardly through a series of training activities to increasing numbers of teachers and teacher trainers. In this phase the university was recognized, and properly so, as the center for teacher training and the source for professional staff and accumulated know-how in the field.

Teacher training needs throughout the country far outstripped the availability of funds at the national level, however. As a consequence, the concept of master teacher, or teacher trainer was adopted to supplement the training functions of the universities and to make it possible to carry out year-round in-service teacher training programs in local school districts.

With the university selected as the center for teacher training, the system took shape as follows:

Available funds were sufficient for training 1,000 teacher trainers for 132 hours of instruction over a four-week period. Nine universities —one in each HEW region—were selected to train between 100 and 120 teacher trainers each.

Once the universities were selected, a national conference of university training directors, administrative coordinators and state directors of adult basic education was convened to brief them on the requirements of the core curriculum. Members of the national advisory council and specialists from the Office of Education, other federal agencies, and local school districts delivered the briefings.

The national core curriculum had built-in flexibility to allow for regional variations to satisfy regional and local needs. Regional conferences were called following the national conference to allow the universities and state directors to review the core curriculum and assess the need for regional or local adjustments.

The next step in the concentric circle was taken with the orientation of the newly assembled staff of the training institutes regarding the elements of the core curriculum. This was accomplished on the respective campuses.

The training institutes provided the major thrust toward implementation of the program. Teacher trainers from every state were enrolled in the intensive four-week program. They were exposed to the core curriculum at the instructional level.

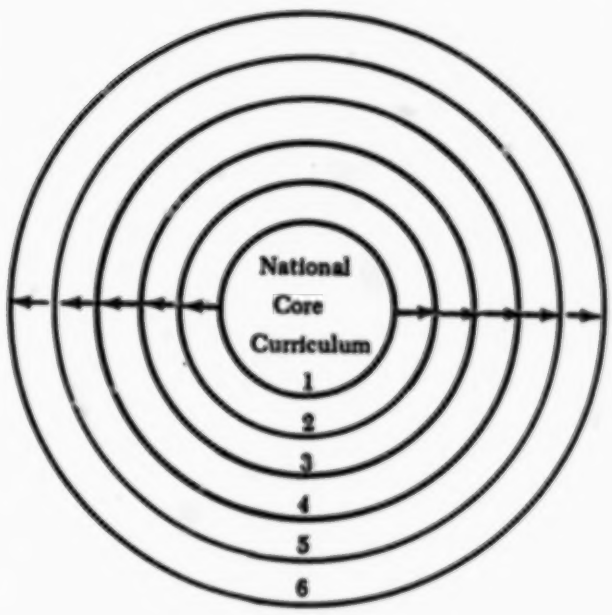
After completion of the training institutes, teacher trainers were available for organizing and administering pre-service and in-service training programs for adult basic education teachers in local school systems.

The model prescribes one teacher trainer as the organizer and administrator of each in-service training program in order to maximize the impact of the concentric circle training system. The actual form of the pre-service and in-service training programs will undoubtedly be dictated by local needs and requirements. Only experience will give us the opportunity to observe these variations.

This phase of the cycle ends with the confrontation of teacher and student—or rather teacher and ultimate beneficiary—because at every step in the process participants have been both students and teachers.

Diagrammatically, the second phase of the model appears as follows:

Second Phase



1. National core curriculum
2. Screening by federal agency and consultants
3. National conference of university training directors
4. Regional conferences of universities and state and local professionals
5. University institutes for teacher trainers
6. Pre-service and in-service training programs for local teachers.

Implementation of the training cycle does not end the process. Data collection and evaluation must be performed to determine whether the objectives of the program have been fulfilled or whether unmet needs exist.

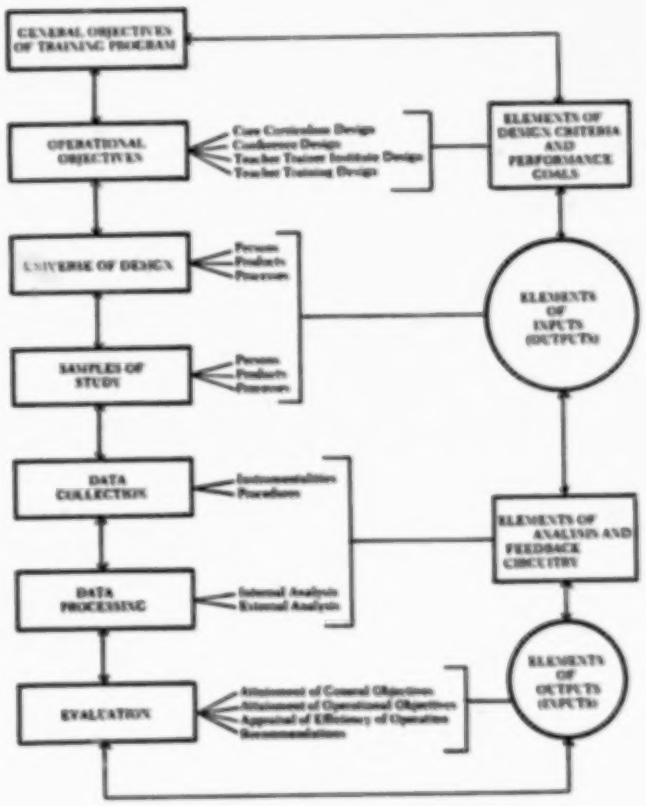
If additional training cycles are necessary, the evaluation must be able to provide information necessary to effect change toward a continuous upgrading of the program in subsequent cycles.

In effect, the system required: (1) a statement of the general objectives of the training program, (2) delineation of the operational objectives through each phase of the cycle in terms of the performance processees and continuous involvement, and (3) a data collection and data process system adequate to carry out an evaluation, so that the results of the cycle can be analyzed and fed back into the system for the purpose of adjusting operational objectives and elements of the design for greater efficiency and effectivene s in achieving the general objectives of the p.ogram.

Diagrammatically, the third phase may be viewed as a continuous circuit of inputs and outputs for each training cycle.

Third Phase

SYSTEMS ANALYSIS AND EVALUATION MODEL



In sum, the accelerated teacher training program described in this document is a concentric circle analog model with three phases: an initial implosion process involving a national advisory council of locally based experts for the development of a national core curriculum; a second, directed away from the core to implement the core curriculum through national and regional conferences, teacher trainer institutes at the universities, and pre-service and in-service programs for local teachers; and phase three, the feedback circuitry in which information is continuously fed back into the national center for the purpose of up-dating or modifying the system to meet new or expanded needs.

Caveats must be noted. The most serious is that slippage is a hazard in each step of the training cycle. Every teacher not only rejects something of what he was exposed to as a student but he also injects part of himself when he assumes the mantle of teacher. Sometimes this will enrich the process, at other times it will weaken it.

Slippage will also occur in dropouts from any segment of the cycle. Early dropouts affect the program most seriously because the maximum potential of the program is predicated on a geometric progression of benefits as each step unfolds. Withdrawal of a participant early in the process reduces the impact geometrically.

There is much to be learned about the actual effectiveness of this new educational form for accelerated national teacher training programs. However early indications are that it is a viable form which may well achieve its conceptual potential if its processes are carefully planned, sensitively tested and expertly administered at national, state and local levels.

APPENDIX F

SPECIAL PROJECTS IN ADULT BASIC EDUCATION
FY 1967

Division of Adult Education Programs
U.S. Office of Education
Washington, D.C.

DETROIT PUBLIC SCHOOLS
Detroit, Michigan

A Developmental and Demonstration Project to Develop and Test New Innovative Approaches to Teaching Undereducated Adults

Dr. Joseph C. Paige
Project Director
8721 John C. Lodge
Detroit, Michigan 48226

Dr. Stephen Zussman
Assistant Director
(313) 871-7828

LABORERS INTERNATIONAL UNION OF NORTH AMERICA, Local #423
Columbus, Ohio

An Experimental and Demonstration Project in Conducting a Trade Related Adult Basic Education Program

Mr. James Mahaffey
Program Coordinator
569 East Long Street
Columbus, Ohio 43215

(614) 224-5340

Mr. Marrion Parsons
Leo Kramer, Inc.
1150 Connecticut Avenue, N.W.
Washington, D.C. 20036

(202)296-0777

MOREHEAD STATE UNIVERSITY
Morehead, Kentucky

Demonstration Developmental and Research Project for Programs, Materials, Facilities and Educational Technology for Undereducated Adults

Mr. George Eyster
Executive Director
Appalachian Adult Basic Education Demonstration Center
Morehead State University
Morehead, Kentucky 40351

(606) 784-4181

NATIONAL EDUCATIONAL ASSOCIATES FOR RESEARCH AND DEVELOPMENT (NEARAD)
Fort Lauderdale, Florida

A Diagnostic, Developmental and Demonstration Project in the Processes of Educating Adult Migrants

Mr. James E. Brannigan
Director of Program Development
NEARAD
3301 College Avenue
Fort Lauderdale, Florida 33314

(305) 584-0660

10/22

UNITED PLANNING ORGANIZATION
Washington, D.C.

United Planning Organization --
Remedial Adult Basic Education
for Job Entry in the Department
of Defense

Mr. James Cabbagestalk
1100 Vermont Avenue, N.W.
Washington, D.C. 20005

(202) 659-1100, Ext. 537

10/22

NORTH CAROLINA STATE UNIVERSITY
Raleigh, North Carolina

A Developmental and Demonstration
Project to Identify Learning
Experiences and Curriculum Content
to Effect Behavioral Changes in
Undereducated Adults by the Use
of Programmed and Computer-Assisted
Instruction

Dr. J. B. Adair
Adult Education Department
North Carolina State University
117 Ricks Hall
Raleigh, North Carolina 27602

Ronald Sherron
Associate Director

James Camp, Coordinator
Learning Center

(919) 755-2810
722-2820

OPPORTUNITIES INDUSTRIALIZATION
CENTER, INC.
Philadelphia, Pennsylvania

10/22

A Proposal for a Developmental and
Demonstration Adult Armchair
Education Project in the Use of
Poverty Homes and Personnel for
the Grass Roots Instruction of
Undereducated Adults

Mr. Ronald W. Howard
c/o Adult Armchair Education
Opportunities Industrialization
Center
1225 N. Broad Street
Philadelphia, Pennsylvania 19122

(215) CE 6-2362
CE 6-2363

10/22

PUBLIC SCHOOLS OF ALEXANDRIA CITY
ARLINGTON & FAIRFAX COUNTIES,
VIRGINIA

A Proposal for the Establishment of
an Adult Basic Education Materials
and Techniques Demonstration and
Evaluation Center

Project CABEL - Center for Adult Basic
Education Learning

Mr. George Griswold
Project CABEL
5920 Summers Lane
Baileys Crossroads, Virginia
22041

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A Regional Educational Television Proposal for Spanish-speaking Americans

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